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# **What Is the Penny Buying for South Carolina?**

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## **Twenty-Second Annual Reporting on the South Carolina Education Improvement Act of 1984**

**Part 1: Update on the Child Development  
Program for Four-Year-Olds**

**Part 2: Report on the South Carolina  
School Improvement Council**

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**South Carolina State Board of Education  
December 2006**



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## **Part 1:**

### **Update on the Child Development Program for Four-Year-Olds**

## **Part 2:**

### **Report on the South Carolina School Improvement Council**

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# Contents

General Introduction .....	1
Executive Summary .....	2
 <b>Part 1: Update on the Child Development Program for Four-Year-Olds</b>	
Introduction .....	7
Purpose of the Study .....	8
Population and Sample .....	8
Data Analyses .....	8
Limitations .....	8
Research Questions .....	9
Findings .....	9
Concluding Overview .....	14
Recommendations .....	16
 <b>Part 2: Report on the South Carolina School Improvement Council</b>	
Introduction .....	17
Review of the Literature .....	17
Statutory History .....	18
Past Studies of School Councils .....	20
Operational Structures .....	24
Recent Budgets .....	25
SC-SIC Staffing, FYs 2000–01 through 2004–05 .....	27
Services Provided by the SC-SIC, FYs 2000–01 through 2004–05 .....	29
Recommendations .....	43
Bibliography .....	45
Appendix A. Principals’ Survey Responses, Fall 2004 .....	47
Appendix B. Training and Related Services Provided by the SC-SIC in the 2002–03, 2003–04, and 2004–05 School Years .....	49

## **General Introduction**

Passage of the Education Improvement Act (EIA) in 1984 increased South Carolina's sales tax by a penny to fund a variety of programs and services to enhance student achievement; strengthen teacher training, evaluation, and compensation; improve school leadership, management, and fiscal efficiency; implement accountability measures; create more effective partnerships among schools, parents, community, and business; and provide school buildings conducive to improved student learning.

The EIA requires that an annual assessment of EIA-funded education reform efforts be submitted to the legislature by December 1 of each year. This year's assessment report is in two parts: the first is an update on the state's child development program for four-year-olds, providing data from longitudinal studies of later academic achievement to the seventh grade conducted by the State Department of Education; the second is a descriptive report, which has been prepared by an outside contractor, on the South Carolina School Improvement Council and its work.

# **Executive Summary**

## **Part 1:**

### **Update on the Child Development Program for Four-Year-Olds**

Child development classes for four-year-olds who are at risk for school failure was one of the programs funded by the EIA to enhance student achievement. Previous studies by the State Department of Education tracked the performance of children who had participated in the state-funded child development program through the elementary grades. These studies found that, when program participants were compared to nonprogram participants of similar economic background, the overall benefits of program participation lasts through the elementary school grades.

This study focused on the academic performance of sixth- and seventh-grade students who had participated in South Carolina child development programs in school year 1995–96 when they were four years old. The study traced the cohort group through the sixth and seventh grades and compared the academic achievement of participants and nonparticipants as measured by the Palmetto Achievement Challenge Tests (PACT) in the spring of 2003 and 2004. Test scores of program participants were also examined by demographic categories and program type. The performance gap between Caucasian students and non-Caucasian students for participants and nonparticipants was also addressed. In addition, the study examined whether program participation could help reduce the number of students needing to take off-grade-level tests.

The study found that at-risk children in grades six and seven who had been served by child development programs for four-year-olds performed better on the PACT when compared to randomly chosen students who were comparable to the participants in essential characteristics but who had not participated in a child development program. Results also indicated that program participation had more positive impact on the later performances of males and non-Caucasians as well as those students from low-income families compared with that of nonparticipants.

By definition, *program participants* had been identified as being at risk for school failure on the basis of low family income in addition to risk factors such as low scores on the DIAL-R (Developmental Indicators in the Assessment of Learning—Revised), a mother with a low level of education, a home where a language other than English is spoken, and health problems. The findings are that in spite of their risk levels, the program participants significantly outscored the nonparticipants on both English language arts (ELA) and mathematics as measured by the PACT. Further findings of the study are detailed below.

At the sixth grade:

- Child development program participants scored significantly higher than nonparticipants on both the PACT ELA test and the PACT mathematics test.

- When compared by gender, race, and eligibility for the free- or reduced-price lunch program, the PACT mean scores of program participants were significantly higher than those of nonparticipants among males, non-Caucasians, students eligible for free lunch, and those eligible for reduced-price lunch in both ELA and math. Female and Caucasian participants scored significantly higher than their nonprogram peers in ELA only.
- Comparisons were made between the percentages of program participants and nonparticipants who scored at or above the “proficient” level on the PACT: 16.6 percent of program participants and 16.1 percent of nonparticipants scored “proficient” or “advanced” on the ELA test; 24.7 percent of program participants and 22.6 percent of nonparticipants scored “proficient” or “advanced” on the mathematics test.
- The performance gap between Caucasian and non-Caucasian program participants was compared with that of nonparticipants on the PACT ELA and math: the gap for the program participants was smaller (8.3 points for ELA, 11.3 for math) than the gap for the nonparticipants (10.4 points for ELA, 15.3 for math).
- A significantly smaller proportion of program participants (3.7 percent for ELA, 3.5 percent for math) than nonparticipants (6.9 percent for ELA, 5.1 percent for math) took PACT off-grade-level tests.

At the seventh grade:

- Child development program participants scored significantly higher than nonparticipants on both the PACT ELA test and the PACT mathematics test.
- When compared by gender, race, and eligibility for the free- or reduced-price lunch program, the ELA and math PACT mean scores for all subgroups of participants except Caucasians were significantly higher than those of nonparticipants.
- Comparisons were made between the percentages of program participants and nonparticipants who scored at or above the “proficient” level on the PACT: 13.4 percent of program participants and 13.2 percent of nonparticipants scored “proficient” or “advanced” on the ELA test; 20.3 percent of program participants and 17.7 percent of nonparticipants scored “proficient” or “advanced” on the mathematics test.
- The performance gap between Caucasian and non-Caucasian participants was compared with that of nonparticipants on the PACT ELA and math: the gap for program participants was smaller (8.6 points for ELA, 10.6 for math) than the gap for the nonparticipants (16.8 points for ELA, 17.1 for math).
- A significantly smaller proportion of program participants (3.5 percent for ELA, 3.3 percent for math) than nonparticipants (5.8 percent for ELA, 5.1 percent for math) took PACT off-grade-level tests.

## **Recommendations**

The following recommendations are offered to help researchers and policy makers conduct further studies to understand details of how program design and program implementation may influence the fulfillment of program goals:

- Evaluations built on the knowledge base of educational interventions that have been proven effective through randomized controlled trials should be conducted. The experiment could be managed not only in a small demonstration project but also in school districts where the most needy children or communities are located. Both quantitative and qualitative data should be used to offer empirical proof of model practices that best fulfill program goals.
- Studies based on multiple data sources should be conducted for program improvement. Efforts should be made to obtain information on the classroom environment and teacher qualifications and to extract specific indicators that are closely related to the intended outcome of the program.



## **Part 2:**

### **Report on the South Carolina School Improvement Council**

South Carolina has led the nation in its quest to secure parent and community involvement in children's education. For the past three decades, South Carolina laws have mandated some form of parent and community involvement in schools, the most recent of which is the school improvement council (SIC). The South Carolina Education Improvement Act (EIA) of 1984 specifically allocated funds for an organization housed at the University of South Carolina (USC) to assist the SICs. That organization, the South Carolina School Improvement Council (SC-SIC), has served the state's SICs with various services throughout the years.

Funding for the School Advisory Council Assistance Project, which was established by the Education Finance Act of 1977, was moved to the EIA under the effective partnerships provision of that act. The EIA reinforced the original mandate for the advisory councils to assist school administrators in the planning and monitoring of school improvement and specified not only the composition of the councils but also the method of member selection and the length of member service. The School Advisory Council Assistance Project has evolved into the SC-SIC, which is located within the College of Education at USC.

This study describes funding and staffing issues of the SC-SIC and the services it has provided since 2001: training SIC members; giving technical assistance to SIC members, school and district staff, and parents; preparing and distributing publications; and building effective coalitions and partnerships among state and national organizations and stakeholders. In 2003 the SC-SIC added local SIC recognition to its list of services with the creation of the annual Dick and Tunky Riley School Improvement Award. The SC-SIC also now provides direct on-site training and assistance to the SICs at schools that have an "unsatisfactory" rating on their annual school report cards.

#### **Recommendations**

- Funding for the SC-SIC should be continued so that it can accomplish further work to promote South Carolina's commitment to community and parent involvement in public education.
- The SC-SIC should continue to monitor and to maintain detailed records of the services it provides. While the SC-SIC now collects and analyzes a tremendous amount of data each year on its members—the inquiries they make, the information they receive, the trainings they attend, and the ways in which they use the information and training they have received—it is important that it also collect information that could be relevant to program needs, such as both quantitative and qualitative data from the "unsatisfactory" schools served.
- The SC-SIC, and the SICs it serves, would benefit from an additional allocation specifically designated for research regarding program effectiveness. Currently allocated funds appear to be sufficient only to cover the programs offered.

- The SC-SIC should continue to explore new and innovative ways to serve SIC members across the state. The SC-SIC has shown an ability to adjust both to budget changes and to technological advances, and it is inevitable that it will encounter each of these challenges in the future.
- Funding for SC-SIC regional centers should be reinstated due to the size of the population that the SC-SIC serves as well as the cut in budgeted travel funds. However, the SC-SIC should also consider the possibility of disseminating information or conducting training using properly monitored (who attends, how is the information used, etc.) technology as a substitute for some on-site meetings. Methods of sharing information such as two-way video or audio conferences, Web-based seminars, CDs, and podcasts tailored to the message and the audience could be utilized.
- An appropriation above the base and tied to the number of “unsatisfactory” schools served, along with a requirement for data collection and analysis of the impact of the SC-SIC services, is strongly recommended. The additional mandate that the SC-SIC serve such schools has already cut into—and has the potential to seriously erode—funds that have previously been used to serve all schools.
- The SC-SIC should consider additional research targeted to those schools and districts for which it has no record of service. Such research should be designed to determine whether a local SIC exists, what a particular SIC’s level of functioning is, and whether the SIC members utilize the published and Web-based materials from the SC-SIC even though they do not contact SC-SIC directly or attend conferences.

## PART 1

### Update on the Child Development Program for Four-Year-Olds

#### Introduction

Many research studies have provided adequate proof that high-quality preschool programs can produce positive effects for children at risk of school failure. Studies conducted by South Carolina's State Department of Education (SDE) provide evidence that early intervention to at risk students by preschool programs helped these students perform better academically six years after exiting from the program. The findings of the last study (published in 2004 in *What Is the Penny Buying for South Carolina?*) were the following:

At the fourth grade:

- Child development program participants scored significantly higher than nonparticipants on both ELA and mathematics measured statewide by the PACT.
- When compared by gender, race, and eligibility for the free- or reduced-price lunch program, the PACT mean scores of program participants were significantly higher than those of nonparticipants in all categories.
- When comparisons were made on the proportion of students who scored at or exceeded the "proficient" level on the PACT, 23.9 percent of program participants and 23.2 percent of nonparticipants scored "proficient" or "advanced" on ELA. For mathematics, 15.6 percent of program participants and 15.2 percent of nonparticipants scored "proficient" or "advanced."
- A significantly smaller proportion of program participants than nonparticipants took PACT off-grade-level tests.

At the fifth grade:

- Child development program participants scored significantly higher than nonparticipants on both PACT ELA and mathematics.
- When compared by gender, race, and eligibility for the free- or reduced-price lunch program, the PACT mean scores of program participants were significantly higher than those of nonparticipants in all categories.
- When comparisons were made on the proportion of students who scored at or exceeded the "proficient" level on the PACT, 13.3 percent of program participants and 12.3 percent of nonparticipants scored "proficient" or "advanced" on ELA. For mathematics, the difference was statistically significant, with 17.7 percent of program participants compared to 15.6 percent of nonparticipants scoring "proficient" or "advanced."
- A significantly smaller proportion of program participants than nonparticipants took PACT off-grade-level tests.

The 2004 study also discovered that program participation appeared helpful in significantly narrowing the performance gap between Caucasian and non-Caucasian child development program participants.

## **Purpose of the Study**

The purpose of this study was to continue the investigation into the performance of child development program participants on the PACT when they had reached grades six and seven. The 1995–96 cohort group used in the 2004 study was followed to the sixth and seventh grades in school years 2002–03 and 2003–04. The focus was to compare the academic achievement of program participants with that of nonparticipants as measured on the PACT in both ELA and mathematics. Test scores of program participants were also examined by demographic categories and program type. Analyses regarding the performance gap between Caucasian students and non-Caucasian students were also conducted. Lastly, this study examined whether program participation could help reduce the number of students needing to take off-grade-level tests.

## **Population and Sample**

All children who participated in child development programs in 1995–96 and qualified for free- or reduced-price school lunch at their enrollment in the first grade were followed longitudinally through the fourth and fifth grades in the 2004 study. The current research continued to monitor this cohort group to grades six and seven. A total number of 3,274 and 3,053 (out of 3,486 from the fifth grade) participants were matched to the PACT scores at grades six and seven respectively. A comparison group with 3,904 and 3,569 (out of 4,618 from the fifth grade) nonparticipants was also matched to the PACT scores at sixth and seventh grades correspondingly. The comparison group was constructed by randomly selecting children who were not participants in the four-year-old child development program but who were comparable to the participants in essential characteristics.

## **Data Analyses**

Using scale scores on the ELA and mathematics PACT exams at the sixth- and seventh-grade levels, the SDE researcher conducted various statistical analyses to determine performance differences. T-tests were used to determine the PACT mean scale score differences between participants and nonparticipants. Analyses of variances (ANOVA) were applied for multiple comparisons of mean scale score difference among three or more groups when subpopulations were examined. Chi-square tests were performed to determine if there were differences between participants and nonparticipants on the proportion of students meeting or exceeding the “proficient” standard on the PACT set by the state. The level of statistical significance was set at a probability value of .05 as the threshold; a probability below this threshold ( $P < .05$ ) indicates that a difference of this magnitude could happen by chance less than 5 percent of the time.

## **Limitations**

When one is designing educational program evaluation studies, certain limitations are inherently imposed. Limitations that need particular attention include the lack of randomization due to ethical and practical considerations, variations in program quality, and unknown factors (other than the differences in the particular preschool programs) that affect children’s academic development inside or outside of school. Given these limitations, which were beyond the control of the current researcher, the statistical findings of the study should be considered sound but not exact. To maximize the internal and external validities, a comprehensive evaluation of the effectiveness and impact of child development programs for four-year-olds would require that these limitations in design and implementation be resolved.

## Research Questions

The current study focused on the following research questions:

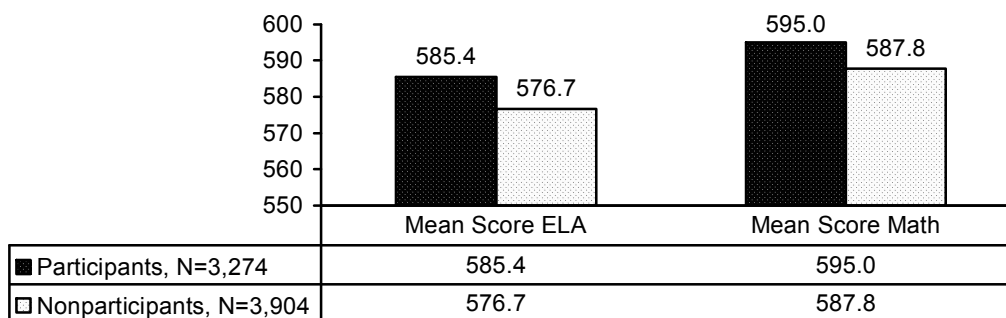
1. What were the differences between the PACT mean scale scores of child development program participants and those of nonparticipants at the sixth and seventh grades? Did the mean scores differ by demographic characteristics? Did more program participants score at “proficient” or above as measured by the PACT?
2. Among child development program participants, which subgroup scored significantly higher on the PACT at the sixth and seventh grades?
3. What were the performance differences on the PACT between participants in half-day programs and those in full-day programs at the sixth and seventh grades?
4. Did program participation narrow the performance gap on the PACT between Caucasian and non-Caucasian students at the sixth and seventh grades?
5. What were the differences between the proportion of participants who took off-grade-level tests and the proportion of nonparticipants who took such tests at the sixth and seventh grades?

## Findings

1. What were the differences between the PACT mean scale scores of child development program participants and those of nonparticipants at the sixth and seventh grades? Did the mean scores differ by demographic characteristics? Did more program participants score at “proficient” or above as measured by the PACT?

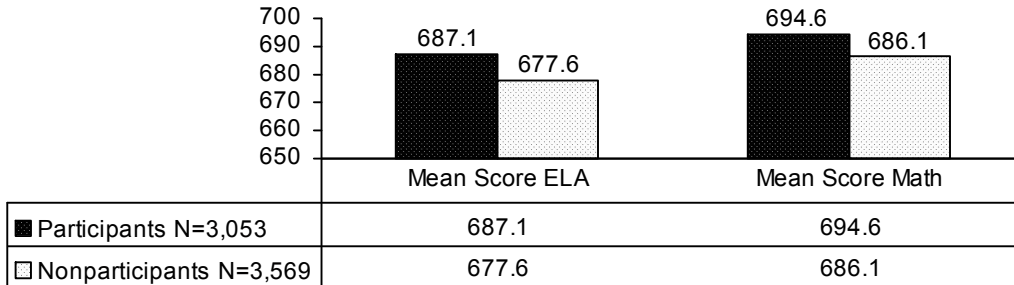
The results revealed significant performance differences in both ELA and mathematics at grades six and seven in relation to program participation: children who were at risk of school failure and who participated in child development programs scored significantly higher than their nonparticipant peers on the PACT at the sixth and seventh grades. Figures 1 and 2 show the details.

**Figure 1**  
**Mean Score Comparison between Child Development Program**  
**Participants and Nonparticipants: Sixth-Grade PACT Performance**  
**Spring 2003**



Probability value < .05 for ELA and math

**Figure 2**  
**Mean Score Comparison between Child Development Program**  
**Participants and Nonparticipants: Seventh-Grade PACT Performance**  
**Spring 2004**



Probability value < .05 for ELA and math

### By Demographic Category

Further analyses were conducted to compare the performance of participants and nonparticipants by different demographic characteristics. Mean scale scores on the PACT for grades six and seven were used to examine student performance by gender, race, and lunch status.

Findings showed that at grade six, four subpopulations of program participants (males, non-Caucasians, students eligible for free lunch, and students eligible for reduced-price lunch) significantly outscored nonparticipants in both ELA and mathematics. Female and Caucasian participants scored significantly higher on ELA than nonparticipants in the same grade. Participants who were not eligible for the subsidized lunch program scored higher than their nonparticipant peers in both ELA and mathematics, but the differences were not large enough for statistical significance. Table 1 provides the details.

**TABLE 1**  
**Mean Score Comparison between Child Development Program**  
**Participants and Nonparticipants: Six Grade Performance on the PACT**  
**Spring 2003, by Demographic Category**

Demographic Category	Mean Scores: ELA		Mean Scores Math		Probability Value	
	Program N=3,274	Nonprogram N=3,904	Program N=3,274	Nonprogram N=3,904	ELA	Math
Male	576.6	563.5	590.5	579.3	< .05	< .05
Female	592.9	589.1	598.8	595.9	< .05	
Caucasian	591.3	583.9	603.1	598.4	< .05	
Non-Caucasian	583.0	573.4	591.8	583.1	< .05	< .05
Eligible for free lunch program	581.0	571.9	590.8	583.8	< .05	< .05
Eligible for reduced-price lunch program	593.9	580.9	603.4	589.5	< .05	< .05
Not eligible for the subsidized lunch program	596.1	593.6	605.1	603.6		

When subpopulations were examined at grade seven, the analyses revealed that all but one subgroup of participants—Caucasians—significantly outscored nonparticipants on both the PACT ELA test and the PACT mathematics test. Caucasian participants did score higher in both subject areas, but the difference was not statistically significant. Table 2 provides more details.

**TABLE 2**  
**Mean Score Comparison between Child Development Program**  
**Participants and Nonparticipants: Seventh-Grade Performance on the PACT**  
**Spring 2004, by Demographic Category**

<b>Demographic Category</b>	<b>Mean Scores ELA</b>		<b>Mean Scores Math</b>		<b>Probability Value</b>	
	<b>Program N=3,053</b>	<b>Nonprogram N=3,569</b>	<b>Program N=3,053</b>	<b>Nonprogram N=3,569</b>	<b>ELA</b>	<b>Math</b>
Male	677.9	663.1	689.0	676.7	< .05	< .05
Female	694.7	690.7	699.3	694.7	< .05	< .05
Caucasian	693.4	689.3	702.3	698.0		
Non-Caucasian	684.8	672.5	691.7	680.9	< .05	< .05
Eligible for free lunch program	681.8	672.0	689.4	681.4	< .05	< .05
Eligible for reduced-price lunch program	697.3	687.4	704.6	693.0	< .05	< .05
Not eligible for the subsidized lunch program	699.0	691.8	706.4	698.9	< .05	< .05

### Performance Levels

The state assessment system classifies students' PACT performance according to four achievement levels: "below basic," "basic," "proficient," and "advanced." The percentage of participants meeting or exceeding the "proficient" level on the PACT at grades six and seven was compared to the percentage of nonparticipants meeting or exceeding the "proficient" level. A significantly larger proportion of participants than nonparticipants met or exceeded "proficient" on mathematics at both grades six and seven. Findings also favored the program participants on the sixth- and seventh-grade ELA exam. However, the differences were not large enough to be statistically significant. Table 3 gives the details.

**TABLE 3**  
**Percentage of Students Scoring at or above Proficient on the PACT**  
**Program Participants Compared to Nonparticipants**  
**Grades Six and Seven, Spring 2003 and 2004**

	<b>% Meeting or Exceeding Proficient ELA</b>		<b>% Meeting or Exceeding Proficient Math</b>		<b>Probability Value</b>	
	<b>Program</b>	<b>Nonprogram</b>	<b>Program</b>	<b>Nonprogram</b>	<b>ELA</b>	<b>Math</b>
Grade 6	16.6%	16.1%	24.7%	22.6%		< .05
Grade 7	13.4%	13.2%	20.3%	17.7%		< .05

2. Among child development program participants, which subgroup scored significantly higher on the PACT at the sixth and seventh grades?

PACT scores for child development program participants were compared by the students' gender, race, and lunch status at grades six and seven. Ethnic groups of participating children with fewer than thirty students were reclassified into an "other" racial group to yield valid statistical results.

Analyses on the performance of program participants by demographic subgroups showed that female participants consistently scored higher than male participants on both ELA and mathematics as measured by the PACT in both grades six and seven. Table 4 gives the details.

**TABLE 4**  
**PACT Mean Score Comparison within Child Development Program Participants**  
**Spring 2003 and 2004, by Gender**

<b>Gender</b>	<b>PACT Mean Scores Grade 6</b>		<b>PACT Mean Scores Grade 7</b>	
	<b>ELA (N=3,274)</b>	<b>Math (N=3,274)</b>	<b>ELA (N=3,053)</b>	<b>Math (N=3,053)</b>
Female (F)	590.6	598.8	694.7	699.3
Male (M)	572.6	590.5	677.9	689.0
Gender group comparison results	F > M	F > M	F > M	F > M
Probability value	< .05	< .05	< .05	< .05

The economic status of participants was positively associated with participants' academic performance. Participants not eligible for the free- or reduced-price lunch program scored significantly higher on both ELA and mathematics at grades six and seven than the participants who were eligible for the free-lunch program. Table 5 gives the details.

**TABLE 5**  
**PACT Mean Score Comparison within Child Development Program Participants**  
**Spring 2003 and 2004, by Race**

<b>Race</b>	<b>Grade 6 PACT Mean Scores</b>		<b>Grade 7 PACT Mean Scores</b>	
	<b>ELA (N=3,274)</b>	<b>Math (N=3,274)</b>	<b>ELA (N=3,053)</b>	<b>Math (N=3,053)</b>
Caucasian	591.3	603.1	693.4	702.3
African American (AA)	583.7	591.5	684.4	691.4
Other	603.7	613.4	703.8	707.2
Racial group comparison results	Caucasian and Other > AA	Caucasian and Other > AA	Caucasian and Other > AA	Caucasian and Other > AA
Probability value	< .05	< .05	< .05	< .05



Ethnic origin was found to be significantly associated with participants' performance at both grades six and seven. The Caucasian and "other" racial categories (comprised of 40 Asian and Hispanic participants) scored significantly higher than African Americans on both ELA and mathematics at sixth and seventh grades. Table 6 reports the data.

**TABLE 6**  
**PACT Mean Score Comparison within Child Development Program Participants**  
**Spring 2003 and 2004, by Lunch Status**

<b>Lunch Status</b>	<b>Grade 4 PACT Mean Scores</b>		<b>Grade 5 PACT Mean Scores</b>	
	<b>ELA (N=3,274)</b>	<b>Math (N=3,274)</b>	<b>ELA (N=3,053)</b>	<b>Math (N=3,053)</b>
Not eligible for free- or reduced-price (NF/R) lunch	596.1	605.1	699.0	706.4
Eligible for reduced-price lunch (R)	593.9	603.4	697.3	704.6
Eligible for free lunch (F)	581.0	590.8	681.8	689.4
Lunch group comparison results	NF/R and R lunch > F lunch	NF/R and R lunch > F lunch	NF/R and R lunch > F lunch	NF/R and R lunch > F lunch
Probability value	< .05	< .05	< .05	< .05

3. What were the performance differences on the PACT between participants in half-day programs and those in full-day programs at the sixth and seventh grades?

The PACT performance of participants who had been served by full-day center-based programs was compared with that of the participants who had attended half-day programs in school settings. Participants' PACT mean scores were analyzed for both ELA and mathematics at grades six and seven: the findings showed no significant difference between the performance of those who had attended center-based full-day programs and those who had been in half-day school-based programs, though the mean scores favored participants from half-day school-setting programs.

4. Did program participation narrow the performance gap on the PACT between Caucasian and Non-Caucasian students at the sixth and seventh grades?

The gap between the mean scores of Caucasians and non-Caucasians on the PACT ELA and mathematics assessments were examined for both program participants and nonparticipants at the sixth and seventh grades. Analyses indicated that program participation helped reduce the performance gap between Caucasians and non-Caucasians on the PACT ELA and math tests as compared with the performance gaps of the nonparticipants in these two racial categories at grades six and seven. Table 7 shows the details.

TABLE 7

**PACT Mean Score Gaps between Caucasian and Non-Caucasian Students:  
Program Participants Compared to Nonparticipants,  
Spring 2003 and 2004**

	Mean Score Gap between Caucasians and Non-Caucasians ELA			Mean Score Gap between Caucasians and Non-Caucasians Math		
	Program	Nonprogram	Mean Score Gap Difference	Program	Nonprogram	Mean Score Gap Difference
Grade 6	8.3	10.5	2.2	11.3	15.3	4.0
Grade 7	8.6	16.8	8.2	10.6	17.1	6.5

Standard error of measurement: 2003 grade-six ELA 4.2, mathematics 5.4; 2004 grade-seven ELA 3.8, mathematics 5.2 (Source: SDE Office of Assessment)

5. What were the differences between the proportion of participants who took off-grade-level tests and the proportion of nonparticipants who took such tests at the sixth and seventh grades?

The proportion of participants who took off-grade-level tests (i.e., tests designed for students in a grade level below the one in which these particular students are currently enrolled) on the PACT was compared with that of nonparticipants: a significantly smaller proportion of child development program participants than nonparticipants took off-grade-level tests. These findings indicate that participation in a child development program significantly helps reduce the number of students needing to take off-grade-level tests in grades six and seven. Table 8 shows the differences in detail.

TABLE 8

**Percentage of Students Taking Off-Grade-Level Tests:  
Program Participants Compared to Nonparticipants  
PACT, Spring 2003 and 2004**

	Off-Grade-Level Tests ELA		Off-Grade-Level Tests Mathematics		Probability Value	
	Program	Nonprogram	Program	Nonprogram	ELA	Math
Grade 6	3.7%	6.9%	3.5%	5.1%	< .05	< .05
Grade 7	3.5%	5.8%	3.3%	5.1%	< .05	< .05

## Concluding Overview

This study focused on the academic performance of sixth- and seventh-grade students who had participated in South Carolina child development programs in school year 1995–96 when they were four years old. The study traced the cohort group through the sixth and seventh grades and compared the academic achievement of participants and nonparticipants as measured by the PACT in the spring of 2003 and 2004. Test scores of program participants were also examined by demographic categories and program type. The performance gap between Caucasian students and non-Caucasian students for participants and nonparticipants was also addressed. In addition,

the study examined whether program participation could help reduce the number of students needing to take off-grade-level tests.

The study found that at-risk children in grades six and seven who had been served by preschool programs performed better on the PACT when compared to randomly chosen students who were comparable to the participants in essential characteristics but who had not participated in a child development program. Results also indicated that program participation had more positive impact on the later performances of males and non-Caucasians as well as those students from low-income families compared with that of nonparticipants.

By definition, *program participants* had been identified as being at risk for school failure on the basis of low family income in addition to risk factors such as low scores on the DIAL-R (Developmental Indicators in the Assessment of Learning—Revised), a mother with a low level of education, a home where a language other than English is spoken, and health problems. The findings are that in spite of their risk levels, the program participants significantly outscored the nonparticipants on both ELA and mathematics as measured by the PACT. Further findings of the study are detailed below.

At the sixth grade:

- Child development program participants scored significantly higher than nonparticipants on both the PACT ELA test and the PACT mathematics test.
- When compared by gender, race, and eligibility for the free- or reduced-price lunch program, the PACT mean scores of program participants were significantly higher than those of nonparticipants among males, non-Caucasians, students eligible for free lunch, and those eligible for reduced-price lunch in both ELA and math. Female and Caucasian participants scored significantly higher than their nonprogram peers in ELA only.
- Comparisons were made between the percentages of program participants and nonparticipants who scored at or above the “proficient” level on the PACT: 16.6 percent of program participants and 16.1 percent of nonparticipants scored “proficient” or “advanced” on the ELA test; 24.7 percent of program participants and 22.6 percent of nonparticipants scored “proficient” or “advanced” on the mathematics test.
- The performance gap between Caucasian and non-Caucasian program participants was compared with that of nonparticipants on the PACT ELA and math: the gap for the program participants was smaller (8.3 points for ELA, 11.3 for math) than the gap for the nonparticipants (10.4 points for ELA, 15.3 for math).
- A significantly smaller proportion of program participants (3.7 percent for ELA, 3.5 percent for math) than nonparticipants (6.9 percent for ELA, 5.1 percent for math) took PACT off-grade-level tests.

At the seventh grade:

- Child development program participants scored significantly higher than nonparticipants on both the PACT ELA test and the PACT mathematics test.

- When compared by gender, race, and eligibility for the free- or reduced-price lunch program, the ELA and math PACT mean scores for all subgroups of participants except Caucasians were significantly higher than those of nonparticipants.
- Comparisons were made between the percentages of program participants and nonparticipants who scored at or above the “proficient” level on the PACT: 13.4 percent of program participants and 13.2 percent of nonparticipants scored “proficient” or “advanced” on the ELA test; 20.3 percent of program participants and 17.7 percent of nonparticipants scored “proficient” or “advanced” on the mathematics test.
- The performance gap between Caucasian and non-Caucasian participants was compared with that of nonparticipants on the PACT ELA and math: the gap for program participants was smaller (8.6 points for ELA, 10.6 for math) than the gap for the nonparticipants (16.8 points for ELA, 17.1 for math).
- A significantly smaller proportion of program participants (3.5 percent for ELA, 3.3 percent for math) than nonparticipants (5.8 percent for ELA, 5.1 percent for math) took PACT off-grade-level tests.

## **Recommendations**

The following recommendations are offered to help researchers and policy makers conduct further studies to understand details of how program design and program implementation may influence the fulfillment of program goals:

- Evaluations built on the knowledge base of educational interventions that have been proven effective through randomized controlled trials should be conducted. The experiment could be managed not only in a small demonstration project but also in districts where the most needy children or communities are located. Both quantitative and qualitative data should be used to offer empirical proof of model practices that best fulfill program goals.
- Studies based on multiple data sources should be conducted for program improvement. Efforts should be made to obtain information on classroom environment and teacher qualifications and to extract specific indicators that are closely related to the intended outcome of the program.

## PART 2

### Report on the South Carolina School Improvement Council

#### Introduction

For the past three decades, South Carolina laws have mandated some form of active involvement by parents and the local communities in the education of the children in the state's public school system. That effort officially began in 1977 with the passage of the Education Finance Act (EFA) and the establishment of school advisory councils. Today, the organization known as the South Carolina School Improvement Council (SC-SIC)—originally called the School Advisory Council Assistance Project (SACAP) and later, in succession, the School Council Assistance Project (SCAP) and the School Improvement Council Assistance (SICA)—continues the work of the legislative mandates and the role of school advisory councils in that work. This report provides an overview of the funding, mission, and governance structure of the SC-SIC throughout its evolution and gives detailed information on its budget, staffing, and services from FY 2000–01 through FY 2004–05.

#### Review of the Literature

Researchers, administrators, parents, teachers, and policy makers have written about parental and community involvement in schools for decades. The research is extensive, and the value of such involvement is virtually without question. A bibliography citing some of that research is included in this publication. A very brief review follows here.

One of the best summaries of the data and research available is Anne Henderson and Karen Mapp's *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, published in its fourth edition in 2002. At the outset, the coauthors state one of their central findings: "The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. . . . When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Research into the role of parental involvement in schools "continues to grow and build an ever-strengthening case" (7). Henderson and Mapp include in their report a section that summarizes the findings of twenty-eight key studies, published from 1975 through 1995, on community partnerships and parental involvement in schools.

Citing a study conducted by Mapp in 2002, the coauthors explain the "important finding . . . that school factors, specifically those that are relational in nature, have a major impact on parents' involvement. When school staff engage in caring and trusting relationships with parents that recognize parents as partners in the educational development of children, these relationships enhance parents' desire to be involved and influence how they participate in their children's educational development" (45). Other studies cited by Henderson and Mapp stress the importance of offering parents a decision-making role in their children's education to strengthen their involvement in that process.

The need for parental involvement in children's education was further bolstered—in fact, mandated—by the federal No Child Left Behind Act (Pub. L. No. 107-110) of 2001, the reauthorization of the Elementary and Secondary Schools Act now commonly referred to as “No Child Left Behind” or “NCLB.” All schools receiving funds under Title I of NCLB must take several steps to ensure that parents play an active part in the education of their children—the schools must, at a minimum, develop written parent-involvement policies, use some of Title I funds to develop a parent-involvement program, and give parents detailed information on student progress at the school. “Increased parent and family involvement,” write Henderson and Mapp, “is a key lever in the accountability mechanism of the law” (76).

A study published in 2002 by Joyce Epstein and a number of her colleagues sets out six types of parent-school partnerships, one of which is decision making. Epstein's group concluded that school councils are the best way to implement a plan for improving parent involvement. Using the research of the Epstein group as the reference for developing a set of national standards for parent involvement, the National PTA explains its standard 5—“Parents are full partners in the decisions that affect children and families”—by affirming that “The involvement of parents, as individuals or as representative of others, is crucial in collaborative decision-making processes on issues from curriculum and course selection, to discipline policies and over-all school reform measures” (National 1998, 18).

South Carolina was among the first states to legislatively recognize the importance of parent and community involvement and to formalize their role in school operations. Since the first legislation in 1977, which was the Education Finance Act, the General Assembly has amended the law creating school councils in order to modify and strengthen the decision-making role of parents and community members. In their 1990 study of site councils in South Carolina, Jimmy Kijai and Jean Norman traced the evolution of councils from the early twentieth century through school reform efforts in the 1960s to legislation establishing councils in the 1970s.

Several studies cited by Henderson and Mapp (2002) stress the importance of training for parent volunteers and teachers regarding the roles, responsibilities, and appropriate interactions among community members, parents, and schools. Training of council members, including parent volunteers, has been an ongoing activity in South Carolina since school councils were first established.

## **Statutory History**

The South Carolina General Assembly established school advisory councils twenty-nine years ago in the Education Finance Act (EFA) of 1977. These councils were intended to provide opportunities for principals, teachers, parents, and students to improve academic programs as well as to improve communication between schools and the communities they serve (Kijai and Norman 1990). The specific responsibilities of the advisory councils included assisting in the preparation of an annual school report, which was to contain information about program offerings at the school and needed program improvements; providing assistance to the school principal as requested, and carrying out duties prescribed by the local school board (S.C. Code Ann. § 59-20-60(3) (1978)).

In response to the EFA mandated councils, USC's College of Education, in collaboration with the Office of the Governor, received a grant in 1978 to establish the School Advisory Council Assistance Project (SACAP), which would provide training, publications, and resources. The three-year start-up funding grant came from the Charles Stewart Mott Foundation. The University and General Assembly assumed funding after the start-up, and the College of Education provided in-kind contributions and acted as the fiscal agent (Kijai and Norman 1990). The College of Education continues to provide in-kind contributions and acts as the fiscal agent today.

The important role of the school councils was again affirmed when the Education Improvement Act (EIA) of 1984 stated firmly that "An annual school report to the parents and constituents of the school must be developed by the School Improvement Council and shall provide information on the school's progress on meeting the school and district goals and objectives" (S.C. Code Ann. § 59-20-60(5)). In a subsequent section of the same chapter of Title 59, this annual school report was given the name by which it is known today: "The State Board of Education, acting through the existing School Council Assistance Project at the University of South Carolina, shall provide services and training activities to support school improvement councils and their efforts in preparing an *annual school improvement report* as required in this section" (S.C. Code Ann. § 59-20-65). This subsection of Chapter 20 also changed the name of the school councils from "school advisory council" to "school improvement council" (S.C. Code Ann. § 59-20-65)—an indication of the new emphasis on the true meaning of their efforts: *improvement*. In addition, the responsibilities of the school improvement councils were widened to include advising school administrators on the use of school incentive awards (S.C. Code Ann. § 59-20-60(6)).

The EIA legislation also expanded SC-SIC's duties to include providing training and services to all the state's school improvement councils (SICs). For the first time, funding for the operation of the SC-SIC office was a line item in the state budget. Additional funding through the University's budget was a "below the line" allocation until 2000 (and thus subject to cuts at the will of the University), when a permanent proviso allocated a minimum of \$100,000 of the University's funding to finance the SC-SIC office.

The Early Childhood Development and Academic Assistance Act of 1993 (known as Act 135) required the development of a comprehensive long-range plan for each school and an annual update of that plan. The duties of SIC members now included their participation not only in the writing of the annual school improvement report but also in the development, monitoring, and writing of the school's long-range plan and the annual updates to the plan. The law also directed councils to add ex-officio members, such as the principal and others holding positions of leadership in the school or school organizations, to the SIC (S.C. Code Ann. § 59-139-10).

The responsibilities of the SICs were again increased when the General Assembly passed the Education Accountability Act (EAA) of 1998—legislation requiring SIC members to work in collaboration with the school principal to write the narrative for the school's annual report card (S.C. Code Ann. § 59-18-900(E)). The EAA also directed the SICs at "unsatisfactory" schools to participate in the revision of the school's improvement plan (S.C. Code Ann. § 59-18-1500(A)(1)).

## Past Studies of School Councils

For as long as local school councils have existed, researchers have studied them in an effort to determine their effectiveness and their usefulness to schools as well as their limitations and problems. These studies have provided information to strengthen and improve the functioning of the SICs and their members. In the early years of the EIA, the Division of Public Accountability within the State Department of Education (SDE) included annual updates on school councils in the publication *What Is the Penny Buying for South Carolina?* These studies tell a story of the evolving roles of school councils, the changing perceptions of those roles, and the ongoing need for the training of council members.

In a 1980 study, Joy Sovde found that council members had received no initial training and thus had very little understanding of their roles and responsibilities as the central problem of those SICs that were clearly nonfunctional. Sovde also found that in some cases the school board or school administrators were concerned that the councils would try to take over the school and were therefore unsupportive of the councils' work. In addition, it was evident that some SIC members did not have the necessary resources and time to fulfill their function of developing the school report. Sovde's research also suggested that the SICs facilitated the handling of such problems as discipline and tardiness, significantly improved school-community relations, increased parental involvement in school programs and objectives, helped improve school facilities and equipment, and even impacted principal selection.

A report issued in 1980 by the South Carolina Legislative Audit Council, "A Study of the Implementation of the Education Finance Act of 1977," concluded that SIC members had difficulty understanding school programs and budgets. The study also found that there was insufficient communication between the SICs and the school administrators and boards of trustees.

In 1981 Thomas Hallman and Mary House Kessler sought to determine the effectiveness of the SICs by conducting written surveys and telephone interviews with SIC members, community members, students, and parents. Responses from a majority of parents and community members indicated that they would like to be receiving more information from the SICs about their school. Another important finding was that SIC members regarded their training as a very important aspect of their service. While more than half of the SIC chairpersons indicated to Hallman and Kessler that they had received some training for their council duties, 84 percent of them indicated that they would like further training.

Research conducted by Jimmy Kijai and Sara Hollingsworth in 1987 indicated that many SICs were functioning ineffectively. The primary reason appeared to be a lack of support from school principals. The intent of the EFA in 1977 had been clear—the central function of the SICs was to provide opportunities for principals, teachers, parents, and students to improve academic programs as well as to foster communication between the schools and the communities they serve—but it was less clear why many school principals had not been taking advantage of the potential that the SICs held.

In an effort to understand why principals were not using the SICs, Kijai and Hollingsworth studied the perceptions of principals with respect to five variables that have been cited as related to school council functioning and effectiveness:



- training of the SIC members,
- support from the school principal,
- support from school district administration,
- school operational guidelines, and
- impact of the SIC on school programs.

Their major findings were that

- the levels of functioning among the SICs in South Carolina vary greatly,
- there is a relationship between the functionality of the SICs and the perception of school principals about them, and
- the most crucial factor in SIC functionality is support from the school principal.

Kijai and Hollingsworth concluded although many SICs were not functioning, they could in fact become functional and effective if school-level administrators were to give them sufficient support and leadership.

Thomas Cafferty conducted a study in 1988 for the SDE's Division of Public Accountability that involved the surveying of school principals and SIC members. The Division used that study in its 1988 accountability report, *What Is the Penny Buying for South Carolina?* Cafferty posited that the SICs needed certain resources and information in order to carry out their EIA-expanded role: physical resources (e.g., meeting rooms, supplies), access to information about the school, means of publicizing meetings and elections, guidance from the principal, support from the district, and feedback from the school board. He suggested that there may also be a need for specialized assistance and training for SIC members to conduct and evaluate needs assessments and to assist in the development of long-range goals for the school.

Cafferty concluded that a large majority of SIC members were satisfied with the work of their councils and had found their own participation personally rewarding. Many SIC members could point to a variety of accomplishments on the part of their councils and believed the councils had contributed to the improvement of the school. Few, if any, SIC members made comments that could be interpreted as complaints that they were expected to do too much. Many council members, in fact, were frustrated that they were doing too little, and largely they blamed the principal for this state of affairs.

One of the most significant improvements in the SIC program, Cafferty suggested, would be training to enhance communication and cooperation between the principal and the council. While SIC members indicated a high level of satisfaction with the training offered by the SC-SIC, 53.9 percent of them felt they needed more training, and 24 percent reported that they had received no training at all. The survey found that 27.4 percent of the principals felt that they themselves needed more training in order to work effectively with the SICs.

In a subsequent study of the status and impact of the SICs in 1990, Jimmy Kijai and Jean Norman examined the structure and makeup of individual SICs as well as the group process skills, support and training, and roles and responsibilities of the council members. The researchers reported that a majority of SICs across the state's elementary, middle, and high schools were complying with their mandated function of assisting principals in setting school goals and objectives and in preparing the annual school improvement report. They also found,

however, that some 20 to 30 percent of the councils were not involved in the monitoring and assessment of their school's effort to implement its goals and objectives. Kijai and Norman's research further indicated that as many as 45 percent of the SICs were probably not involved in any recommendations regarding such matters as building maintenance and equipment; school policies on discipline, homework, or the like; or school programs to help students meet minimum performance standards set by the state and/or the district.

While Kijai and Norman did conclude that most of the SICs were, in general, fulfilling their mandated roles and responsibilities, the researchers also found it probable that a considerable number of them were functioning only superficially. Though they may all have had a prepared agenda and enjoyed a relaxed and congenial atmosphere during council meetings, a large proportion of these SICs may not have had adequate group process skills to allow them to function effectively. In addition, many of the SICs at that time had no regular procedures for their members to communicate with their school districts or other SICs so that they could readily access information and exchange ideas.

Responses on surveys conducted by Kijai and Norman during this study indicated that most SIC members received information and assistance from their school principals. Lower proportions of SIC members reported having received information and assistance from the school district, the SC-SIC, or the SDE. These responses are somewhat misleading, however, since much of the information that principals generally provide to SICs actually comes from these entities. What is important, however, is that most SICs did appear to be getting the information and assistance they needed.

In 1992, Diane Monrad and Jean Norman built on the 1990 Kijai and Norman report and conducted a descriptive study of eight SICs in South Carolina. All eight of the SICs had been categorized as "effective" in previous research and had been reported by their schools as being active in the school improvement process and supported by the school principal. Four of the eight schools had consistently been awarded state incentive funds for student achievement.

While previous studies had relied on questionnaires answered anonymously by local school administrators and SIC members, this study was designed as an exploratory effort to comprehensively investigate a small number of SICs through site visits, interviews, and actual SIC documents. The study had three main purposes:

- to provide a descriptive analysis of SIC organization, functioning, activities, and accomplishments;
- to gather information to assist in planning future SIC research; and
- to provide information to direct future training and technical assistance for SICs in South Carolina. (Monrad and Norman 1992, 4–5)

The researchers found that SIC members' perceptions of their council and its level of functioning seemed to reflect the members' specific knowledge about the council and their generally positive view of its purpose within their school. In addition, SIC members' definition of *effectiveness* seemed to be based on what they believed—or had been told—that an SIC should be doing (50). Monrad and Norman concluded that a sense of efficacy is developed by an SIC over a period of time as the council matures, becomes more cohesive as an organization, and builds school- and district-level support (54).

Other findings of the 1992 study included the following:

- Only four of the schools actually had current bylaws. These same four schools kept minutes of SIC meetings and provided agendas for their members as well.
- Only at three of the schools did SIC nomination and election procedures ensure that all parents and teachers had an opportunity to be nominated for the council or to vote in council elections. (Procedures for the nomination and election of SIC members differed among the eight schools.)
- Only three of the SICs included business or community representatives. (51–52)

As a result of the 1992 study, the SC-SIC planned to foster the continued development of the SICs by disseminating information and providing training on council organization, meeting skills, principal leadership, interpretation of test data, group process, and other topics as needed.

In the spring of 1994 the SC-SIC had conducted a survey of participants at its fall and spring regional mini-conferences. Along with questions regarding the usefulness of the sessions they attended, participants were asked to rate the usefulness of SC-SIC publications and services. Of the 158 respondents, 130 indicated they used the SC-SIC publications; only a few of those 130 indicated that they had not found them “useful.” Overwhelmingly respondents indicated that other SC-SIC resources and services were either “useful” or “very useful.” The survey also asked participants to provide suggestions for future training. Those responses were ranked, and the SC-SIC used the results to plan future conferences.

In the spring of 1995, the SC-SIC surveyed all SIC chairs, asking them questions regarding the involvement of SIC members in writing the annual school report required by the EIA and in developing the school’s comprehensive long-range Act 135 plan:

- 58.3 percent of the SICs had reviewed a draft of the summary report that school personnel had written;
- 15.6 percent had written minor portions of the summary report;
- 14.4 percent had written the majority of the summary report;
- 7.2 percent had written the entire summary report;
- 44.5 percent had been actively involved in the development of the school’s Act 135 plan—that is, the SIC members formed the core group for the school planning team and worked as members of action teams;
- 34.9 percent had been moderately involved in the development of the Act 135 plan—that is, at least half of the SIC members worked on the planning team or on action teams;
- 16.9 percent had been involved in the development of the Act 135 plan to a limited degree—that is, one or two SIC members worked on the planning team or on action teams; and
- 3.9 percent had not been involved at all—that is, no SIC members served on the planning team or the action teams.

Respondents were also asked to rate the usefulness of SC-SIC training and services they had used. The vast majority reported that they had found the training, services, and publications “useful” or “very useful.” Only 19.8 percent indicated that they had not used any form of SC-SIC service—publications, resource materials, or telephone assistance.

Ten years later, in the fall of 2004, the SC-SIC conducted its first online survey, attempting to reach all of the 1,064 school principals in South Carolina. The results of the survey—which had a response rate of 44 percent—indicated a high degree of SIC involvement in school activities and an overall appreciation of both local and state support for the SICs. For example, over 60 percent of these school principals reported that SIC members had some involvement in the writing of the report card narrative; over 80 percent reported that SIC members participated in the preparation of the annual report. These percentages indicate an acceptance of the SICs as partners with school administrators and faculty in school improvement.

When asked if the resources currently available from the SC-SIC were helpful to support them in convening an effective SIC, 83.5 percent of the school principals answered “helpful” or “very helpful,” while 11.8 percent were not aware of the resources. In an open-ended question, principals were asked the question “What, if any, additional support do you need from SC-SIC to help you convene an effective SIC?” There were 152 responses indicating a high level of satisfaction with SC-SIC assistance along with a desire for more services. A sampling of these responses is provided in appendix A.

## **Operational Structures**

### **The SC-SIC and the USC College of Education**

The USC College of Education is the fiscal agent for the SC-SIC and is responsible for personnel, procurement, and evaluation functions regarding the operation of the SC-SIC office. The dean of the College hires or appoints the director and the associate director (both are designated as faculty); the director hires all other staff. The College’s business office approves all expenditures and oversees the management of the several funding sources. Annually, the SC-SIC submits to the dean a summary-of-activities report and a copy of the funding request for the Education Oversight Committee (EOC). The SC-SIC represents a service component within the mission of the College of Education mission and the University’s budget justification categories.

### **The SC-SIC and the SDE**

The EIA provides funding for the delivery of training and services to the SIC members by the State Board of Education acting through the “existing” office at USC. Therefore, the SC-SIC makes an annual report to the Board, via the Superintendent of Education, of the activities and achievement of goals set for the year. The Board receives the report as information.

In 2002, the General Assembly added a proviso to the appropriations bill directing the SC-SIC to provide direct assistance and support to SICs in schools designated “unsatisfactory” and directing the SDE to monitor the services that the SC-SIC provided. Annually the SC-SIC compiles a report on the assistance provided and the progress of these schools to meet standards-based benchmarks. The report is sent to the SDE’s Office of School Quality as information.

### **The SC-SIC and the EOC**

The EAA created the EOC and shifted from the EIA Select Committee to the EOC the responsibility of reviewing the SC-SIC budget request for EIA funds. The subcommittee that

reviews all EIA-funded programs has created a process for the SC-SIC to submit measures of progress, current objectives, and funding requests. The EOC reviews the requests, evaluates the program, and recommends funding levels to the General Assembly.

### **The SC-SIC Board of Trustees**

Initially, the SC-SIC board worked with an advisory group of parents, educators, and community members who were serving on school councils. This group provided feedback on the services and training being delivered by the SC-SIC. In 1998, an official SC-SIC Board of Trustees comprised of parents, educators, and business and community leaders was created. Membership on this board was by SC-SIC staff invitation. A set of bylaws was created, and the Board elected its officers and began to clarify its role.

In 2001 the SC-SIC Board of Trustees adopted a revised set of bylaws that created a strong organization, focusing its work on advocating for councils and providing feedback to the SC-SIC staff about schools' needs. As a result, the SC-SIC was reorganized to better deliver services in light of changing budget levels and staff capacity. According to the bylaws amended in 2003, the SC-SIC Board of Trustees is now comprised of at least one representative from each of the state's six congressional districts; total Board membership is limited to eighteen, not including ex officio members.

### **Recent Budgets**

The SC-SIC office has two main funding streams that allow its staff to serve schools statewide. One is from the EIA, and the other is from USC by means of a permanent proviso allocating General Fund dollars. The University historically has allocated funds for the SC-SIC office that included the fringe benefits costs for the director and one administrative assistant; however, those benefits are now included in the College of Education budget. The College of Education also provides office space and other in-kind services. The SC-SIC also seeks funding from a variety of outside sources—state, federal, and nonprofit—to supplement operations and provide expanded services or extended training options.

Because USC periodically purges its budget information, the SC-SIC is today unable to provide more than five years of budget data. The discussion of programs and services in this report is therefore focused on those five years, FYs 2000–01 through 2004–05. Many programs and services in these years are continuations and modifications of those from earlier years. The budget fluctuations of the past five years are also reflective of the funding history of the SC-SIC.

Changes in SC-SIC staff and services provided over the past five years have been dictated by budgetary considerations so it is appropriate to discuss those before discussing services. As illustrated by the following charts, the SC-SIC's EIA funds allocation increased significantly from FY 2000–01 to FY 2001–02 but declined in FY 2002–03. As of FY 2004–05, the EIA allocation had not reached the FY 2001–02 level.

**Figure 1**  
**SC-SIC Funds from EIA Allocations, FYs 2000–01 through 2004–05**

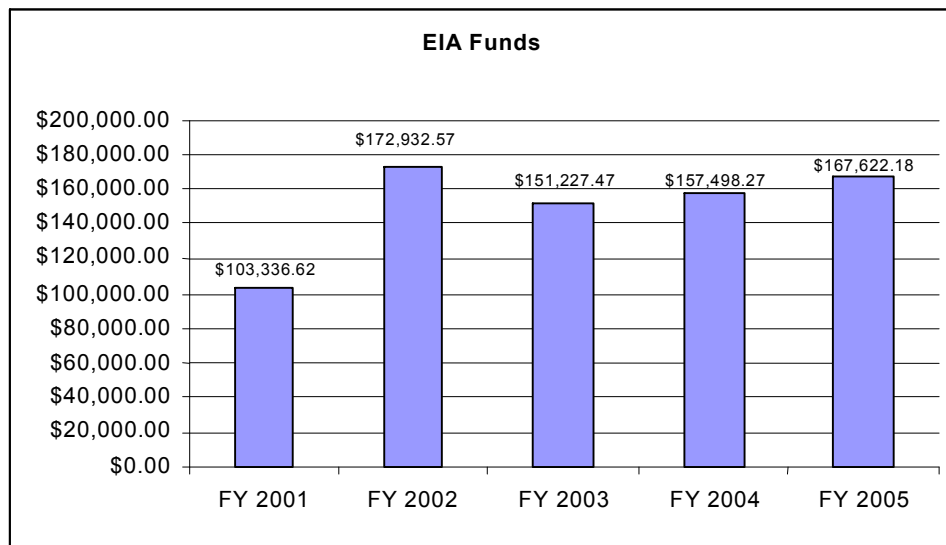
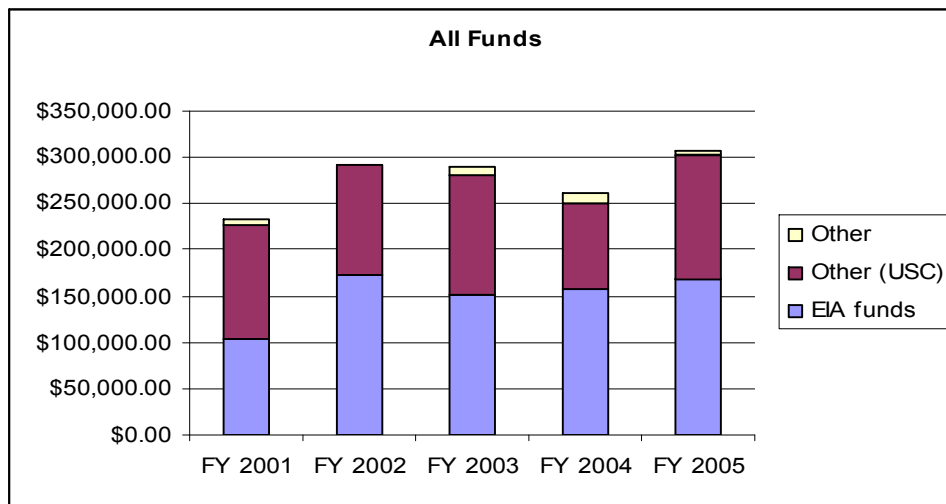


Figure 2 illustrates the SC-SIC's total budget from all sources. Although EIA funds have not reached the peak allocation of FY 2001–02, total revenues and expenditures have increased due to funding from other sources such as the Parentwise program of the Parent Information and Resource Center (PIRC) federal grant and funds from the Middle Grades Initiative.

**Figure 2**  
**SC-SIC Funds from All Sources FY 2000–01 through 2004–05**



	EIA Funds	Other (USC)	Other*
<b>FY 2000–01</b>	\$103,336.62	\$123,832.36	\$ 5,691.76
<b>FY 2001–02</b>	\$172,932.57	\$118,746.82	\$ 850.96
<b>FY 2001–03</b>	\$151,227.47	\$129,820.79	\$ 8,217.67
<b>FY 2003–04</b>	\$157,498.27	\$ 93,440.94	\$10,352.37
<b>FY 2004–05</b>	\$167,622.18	\$134,161.06	\$ 4,491.02

\*Other = Middle Grades Initiative FY 2000–01 and FY 2002–03; PIRC Funds FY 2002–03 and FY 2003–04; Training/Conference Funds FY 2000–01 through FY 2004–05

While the “other” funds are included in the budget figures, it should be noted that those funds were designated for specific projects. The Middle Grades Initiative funds were for specific parent-involvement training with a few schools in the middle grades project in FY 2000–01. Those funds were also designated for work with middle schools in Barnwell County’s three school districts, specifically concerning parent-involvement strategies designed to reduce risk behaviors. The PIRC grant was specific to the four school districts where regional centers that provided training in the Epstein parent/community partnership model were located.

## **SC-SIC Staffing, FYs 2000–01 through 2004–05**

EIA funds appropriated to the SC-SIC through the USC College of Education supported a full-time professional (executive director) and a full-time support-staff person (administrative assistant) for FYs 2000–01 through 2004–05. The staffing detailed in the bulleted items that follow here was supported by EIA funds.

### **FY 2000–01**

The SC-SIC established a regional office in Charleston, which served five school districts in five counties, and in Easley, which served seventeen school districts in seven counties. Each of the two regional offices was equipped with a computer, a fax machine, and a toll-free phone line. The SC-SIC employed undergraduate work-study students to provide support for database entry as well as for the reproduction and distribution of printed materials.

- Total staff supported by the EIA: one full-time professional (associate director), two work-study undergraduate students (10 hours each), and two part-time regional staff (one working 15 hours per week, one working 20 hours per week)

### **FY 2001–02**

A funding increase for FY 2001–02 meant expansion of regional staff and the addition of part-time support staff. The geographical areas of responsibility for the part-time regional staff were extended to the Pee Dee region, which comprises seventeen school districts in thirteen counties. The expansion of the upstate region to include ten Western Piedmont Education Consortium (WPEC) districts in eight counties also required increased support. The SC-SIC hired a part-time office assistant to provide regional support, relieve the full-time administrative assistant of clerical duties, and enhance the use of technology to produce publications and other written materials.

- Total staff supported by the EIA: one full-time professional (associate director), three regional part-time professionals, and one part-time support-staff person (administrative assistant)

### **FY 2002–03**

For FY 2002–03, the budget reduction from the previous year and a budget cut at midyear led to restructuring in both staff and services. Because there were no funds for regional staff in the Pee Dee, that office was closed. Staffing in the Charleston office remained constant. Regional staff

for the upstate were given increased geographic responsibilities. Those increased responsibilities led to more work hours, which added fringe benefits to the cost of staffing the office.

The staff of both regional offices paid specific attention to “unsatisfactory” schools due to a new proviso mandating that the SC-SIC deliver direct assistance to those schools. At the end of the year, because the SC-SIC determined that the regional offices were not meeting the anticipated goal of contact and support for increased numbers of SIC members, the two offices were closed. An additional midyear fund cut contributed to that decision.

- Total staff supported by the EIA: one full-time professional (associate director), two regional professionals (one part-time, one full-time with 32 minimum work hours), and one part-time support-staff person (administrative assistant)

#### **FY 2003–04**

The FY 2003–04 EIA allocation was based on the FY 2002–03 allocation after the midyear budget cut. Because of its mandate to serve “unsatisfactory” schools, the SC-SIC hired one professional part-time staff member, known as a council specialist, who provided direct assistance to schools. Nearly 20 percent of the budget paid for the salary and travel of this individual. The council specialist visited the school principals and worked with the SIC members at the schools with the “unsatisfactory” designation. In order to support that effort, the SC-SIC reorganized the responsibilities of other staff members and thus reduced travel costs significantly. For example, to provide services to SICs at schools not designated as “unsatisfactory,” staff focused on producing videos that would replicate the training previously delivered by SC-SIC staff in face-to-face sessions. Collaboration with the South Carolina Educational Television Network (ETV) made the production of these videos possible within the reduced budget.

Also in FY 2003–04, the University’s practice of paying for the budgeted fringe expenses from its general fund was discontinued due to a change in higher education funding procedures. As a result, 20 percent of staff costs previously funded through College of Education appropriations were absorbed by the EIA funds allocated to the SC-SIC that year.

- Total staff supported by the EIA: one full-time professional (associate director), one part-time professional (council specialist), one full-time support-staff person, and one full-time professional (executive director, 20 percent of salary)

#### **FY 2004–05**

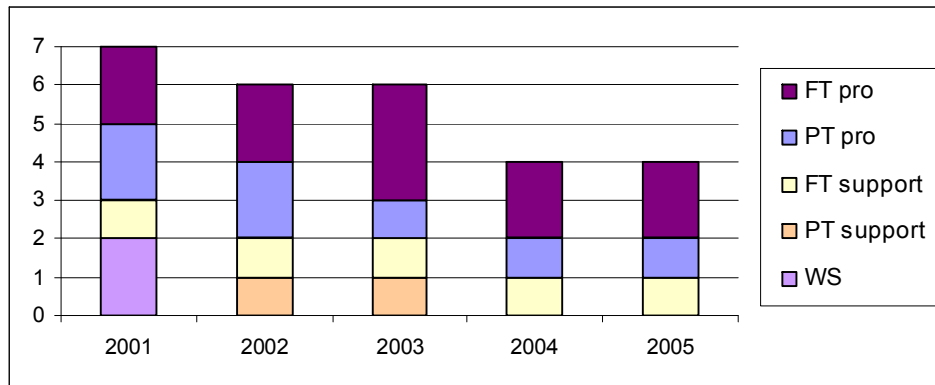
Although still not at the FY 2001–02 level, or even at the original FY 2002–03 level, the EIA funding remained stable for two years—a period that enabled the SC-SIC to plan for staffing and budget allocations more accurately. The part-time professional involved in direct assistance to “unsatisfactory” schools increased the amount of contact and services that could be provided to the smaller number of schools (55). Thus, multiple visits and observations were possible and, in fact, were necessary because over 40 percent of principals were new—a situation often requiring that the efforts of the previous year be repeated. Funding through the College of Education made it possible that the total cost of one full-time professional (executive director) be covered.



- Total staff supported by the EIA: one full-time professional (associate director), one part-time professional (council specialist), and one full-time support-staff person

The staffing trend for the SC-SIC from FY 2000–01 through FY 2004–05 is summarized in figure 3.

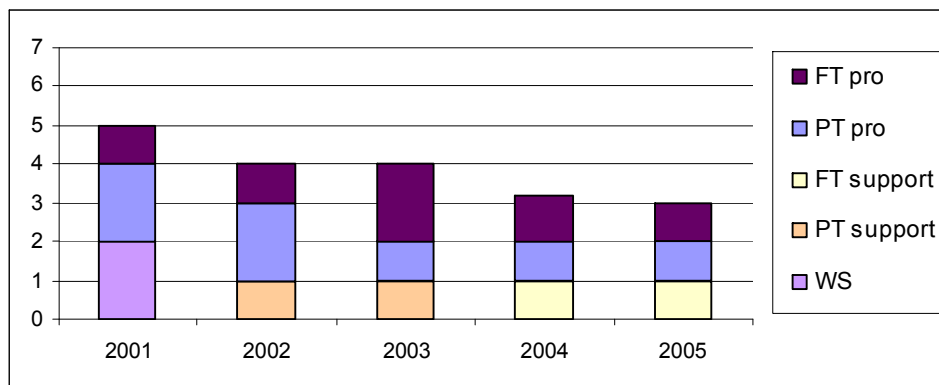
**Figure 3**  
**SC-SIC Staffing from 2001 through 2005, All Sources of Funding**



FT = full time, PT = part time, pro = professional, WS = work-study student

Because USC funded one professional and one full-time support person during this time (except during FY 2004–05, when USC funds paid 80 percent of the salary for a professional position), staffing through EIA funding can be summarized as figure 4 shows:

**Figure 4**  
**SC-SIC Staffing from 2001 through 2005, EIA-Funded Only**



FT = full time, PT = part time, pro = professional, WS = work-study student

## Services Provided by the SC-SIC, FYs 2000–01 through 2004–05

Through changes in its name, funding, board members, physical location, and staff—and despite its need to modify the method, scope, and delivery of its services on the basis of its funding and the evolving needs of the state’s SICs—the efforts of the SC-SIC to assist and promote local school councils have remained constant.

The statutory direction to the SC-SIC regarding its services to the SICs is stated in general terms: the SC-SIC is directed to “provide services and training” (S.C. Code Ann. § 59-20-65) so that the councils are able to comply with the various statutes setting out the specific responsibilities of the SICs—duties that not only have increased with each new piece of state legislation but also have been identified through research and feedback from SIC members, school administrators, teachers, and community members.

Today, the SICs are integral to the strategic planning process and are active in monitoring the implementation of the school renewal plans. Each SIC works on the central issue of improving student achievement at its school and providing the link to the parents and community for accountability. The SC-SIC’s mission lies in assisting the SIC to work effectively in its effort to promote and sustain continuous school improvement. The SC-SIC fulfills that mission by being an advocate for the SICs and providing training, technical assistance, and a variety of materials to SIC members and related school personnel.

By legislative design, the two-year staggered terms served by SIC members results in an annual turnover rate of about 50 percent—a situation that creates a new demand each year for basic information about the roles and responsibilities of members and effective practices for raising the level of student performance. Of course, new state statutes, new federal legislation (e.g., NCLB), and the expanded school report cards are topics of interest to all SIC members. Guided by its Board of Trustees, which meets quarterly, the SC-SIC staff plan and implement diverse services and training and develop publications to meet the changing needs of SIC as well as to make the best use of advances in technology. Currently the SC-SIC provides training and services to the 16,000 parents, community members, students, and educators who have volunteered to serve on the SICs. This civic engagement has an embedded expectation of accountability—stakeholders are held responsible for student achievement.

In 1995, the SC-SIC surveyed SIC chairs regarding their councils and their roles in Act 135 planning. Included in that survey were opportunities for the chairs to evaluate SC-SIC training and services. Over 85 percent of respondents indicated that the newsletter, other publications, telephone assistance, and requested resource materials were “useful” or “very useful.” Of those who attended training, over 90 percent indicated that selected workshops were “useful” or “very useful.”

In 2004, the SC-SIC conducted a survey of SIC members who had attended one of the six regional conferences offered that year for the first time in lieu of the annual conference in Columbia. Respondents were asked to indicate what sessions they had attended and how useful they had found the information to be. They were also asked to rate the usefulness of other services and publications. The responses were overwhelmingly “useful” or “very useful.” The survey also asked respondents to rate their interest in various topics for future workshops. The SC-SIC used those responses in planning for 2005.

Below are detailed descriptions of the services provided by the SC-SIC during each of the five fiscal years covered in this report. Discussions of those services are divided into separate sections. For FYs 2000–01 and 2001–02 there are four such sections: “Training,” “Technical Assistance,” “Publications,” and “Partnerships.” Activities beginning in the spring of 2003 as part of the SC-SIC’s public awareness campaign in celebration of twenty-five years of SICs in South Carolina are the subject of the additional section, “SIC Recognition,” that appears in the discussions for FYs 2002–03 through 2004–05. The discussions for FYs 2002–03 through 2004–

05 contain yet another section, “Unsatisfactory Schools,” which centers on the directive of a 2002–03 budget proviso that the SC-SIC provide assistance to schools rated as “unsatisfactory” on the annual school report card. The SC-SIC kept records of its services by school for FYs 2002–03 through 2004–05 but maintained only aggregate numbers for the previous years. The school-by-school services are set out in chart form in appendix B.

## **Services Provided in FY 2000–01**

The SC-SIC provided direct support in the form of training, technical assistance, and materials to SIC members in 672 schools in eighty-four school districts in FY 2000–01, a 79 percent increase from the number of schools receiving SC-SIC support in FY 1999–2000. The SC-SIC attributed the rise to its expanded capacity to deliver the services requested by SIC members. As a direct result of increased funding, the SC-SIC added one full-time professional staff member and two part-time regional staff members.

### **A. Training**

In FY 2000–01, the SC-SIC provided training opportunities so that all SICs could learn about the responsibilities of council members and the methods of ensuring the effective operation of the council as a whole. Fifty SC-SIC workshops were conducted locally and regionally, with 3,030 SIC members in attendance. Fifteen additional workshops and national speaker sessions were held at the annual conference in Columbia. The number of SIC members who received training in FY 2000–01 represented an increase of 53 percent over the total in FY 1999–2000. These 2000–01 workshop sessions constituted 877 hours of direct SC-SIC contact with SIC members, an 18 percent increase over the previous year.

Nearly 500 parents, teachers, students, and community members from 161 schools in 45 districts attended the annual SIC conference on February 17, 2001, in Columbia. Governor Jim Hodges declared February as “School Improvement Council Month” and personally greeted the conference participants, drawing public attention to the conference and the work of SIC members via an hour-long live remote broadcast on WIS-TV. The broadcast included not only the Governor but also interviews with SIC members and Dr. Jean Norman, executive director of the SC-SIC (SICA, at the time). Senator Warren Giese and Representative Robert Walker jointly presided over an interactive session on legislative issues, and two nationally recognized speakers conducted workshops. Participants also had the opportunity to visit exhibits to learn about the free program resources available.

In addition, the SC-SIC collaborated with ETV to conduct three live video broadcasts to all schools in the state. Schools and districts taped the shows for later use, and several districts broadcast them over local public access channels. The SC-SIC estimated the total audience for these three videos at 150,000—a considerable viewership and a boost for the SC-SIC’s public awareness efforts.

### **B. Technical Assistance**

In FY 2000–01, SC-SIC staff answered 591 calls made on its toll-free telephone line by SIC members, principals, and district staff. Answering questions and giving other forms of assistance to these callers required 4,000 minutes of staff time. In addition, SC-SIC staff

members logged 3,300 faxes and phone calls as responses made directly to SIC members who had requested materials and training.

Expansion of the SC-SIC Web site during the year increased the variety of resources and information available to SIC members—samples of the reports that the SICs were required to write as well as training schedules and a variety of publications. The SC-SIC also initiated a computerized system for collecting the SIC membership information required by state law.

### **C. Publications**

The SC-SIC published and distributed five issues of its six-page newsletter to 17,500 SIC members, principals, district staff, policy makers, agency staff, and interested citizens in FY 2000–01. These newsletters featured month-by-month timelines of actions taken by the SC-SIC as well as articles on such subjects as SIC responsibilities, relevant statutes and regulations, resources and training opportunities, and best practices. Other printed materials the SC-SIC developed and distributed to SIC members upon request or at workshops, seminars, and conferences amounted to 21,744 pieces, constituting a 77 percent increase over the previous year.

### **D. Partnerships**

In FY 2000–01 the SC-SIC was invited to become a member of the National Network of Partnership Schools (NNPS) at Johns Hopkins University. National resources to support the development of strategies that encourage parent involvement in education, including decision making and advocacy, were now available free of charge to South Carolina schools through this partnership. The initial result of the SC-SIC's affiliation with the NNPS was a series of parent-involvement accountability seminars conducted at eight regional sites in the state; 141 school teams, each comprising three people, participated in the full-day seminar sessions. The South Carolina Association of School Administrators (SCASA) cosponsored four of the sessions.

In their new partnership, the SC-SIC and the NNPS cosponsored a day of working with the SDE's Office of Parental and Community Partnerships to provide initial training to the district parent liaisons. In addition, the SC-SIC partnered with ETV to produce a video showcasing NNPS research-based parent and community engagement strategies that were currently being used in South Carolina schools. The SC-SIC also partnered with the EOC to extend public awareness through the SC-SIC newsletter and via ETV video broadcasts in which EOC staff participated as guests.

### **Services Provided in FY 2001–02**

Although the original FY 2001–02 appropriation of \$198,805 allowed the addition of part-time SC-SIC staff, midyear budget cuts totaling \$12,865 led to cuts in programs and services. Training and direct assistance requiring travel to school sites was curtailed, and instead of five issues of the newsletter, the SC-SIC printed and distributed only four. The SC-SIC was not able to offer any new opportunities for training or direct assistance to SIC members during the last two months of the school year, being forced to defer its response to requests for training until the next fiscal year. The negative impact of the budget cuts also included a two-thirds reduction in SC-SIC staff presence at a scheduled state conference.

## **A. Training**

Across the state, 1,680 SIC members attended 47 district-level training sessions as well as the 18 workshops and national speaker sessions held at the annual conference in Columbia. Locally, another 1,456 SIC members attended 78 school-based workshops conducted on-site by regional staff. Over 7,600 miles were logged within the state by the SC-SIC staff to conduct the 125 workshop sessions serving 471 schools and resulting in over 4,600 hours of direct contact with SIC members.

Rather than increasing the level of training and direct assistance to all SIC members, the SC-SIC targeted schools that had received an “unsatisfactory” rating on their annual school report card. Two SC-SIC staff members participated in the external review team (ERT) training and in school site visits. SC-SIC staff also reviewed ERT recommendations regarding the SICs for all “unsatisfactory” schools. In the spring, staff members initiated assistance with 48 of the 76 identified schools.

## **B. Technical Assistance**

In its Columbia office and its two regional offices combined, the SC-SIC logged over 3,700 contacts with SIC members, principals, and district staff via phone, fax, and e-mail during FY 2001–02. The SC-SIC staff reasoned that this large increase in the number of requests they were receiving for materials and other forms of assistance was attributable to the SC-SIC’s having three offices with toll-free phone lines as well as to the use of e-mail as a more accepted form of direct communication.

Over 300 SIC members attended the annual SIC conference in Columbia, during which they were asked to complete a survey about their school’s preparation for the first distribution of the annual school report card and the role of the SIC in helping parents understand the importance of the information in the report card. The results of the survey were summarized, shared with the EOC, and published in the newsletter.

Midyear budget cuts reduced the SC-SIC’s capacity to place printed publications in the hands of SIC members. As a result, the SC-SIC expanded its Web site to provide an increased variety of resources—sample reports to the parents, training event schedules, and sample bylaws as well as links to the SDE, the EOC, and several national organizations for parent involvement such as the NNPS, for example. But while the SC-SIC was placing more emphasis on its Web site as a resource for SIC members, many of them were able to take advantage of this resource only at school because they had no access to the Internet, or very limited access, at home at that time.

## **C. Publications**

In FY 2001–02, the SC-SIC published the first edition of its handbook, titled *Handbook for Effective School Improvement Councils in South Carolina: The Basics*, distributing 13,540 copies at the annual conference, during training workshops, and upon request. The SC-SIC also published and widely distributed a new brochure that described the SICs—their role and membership requirements—and listed resources for additional information. To increase public awareness about SICs, nearly 20,000 copies of the brochure were distributed to the participants at training sessions and state professional conferences, to the members of civic

and faith-based organizations interested in participating as volunteers in schools, and to others upon request. In addition, the six-page newsletter published by the SC-SIC continued to serve as a regular and timely source of information for all SIC members, although end-of-year budget cuts reduced the publication to four issues rather than the scheduled five.

The SC-SIC's new computerized database received and processed SIC membership information from every school in the state with increased accuracy. The database is now made available to partner organizations at no cost to ensure that SIC members are informed of existing resources on an ongoing basis. The new database has also allowed the SC-SIC to do a more efficient job of tracking training and contact data.

#### **D. Partnerships**

The SC-SIC worked to build effective coalitions and partnerships among national and state organizations, associations, and nonprofits. Membership in the NNPS led to the SC-SIC's partnership with the Alliance for South Carolina's Children, which awarded the SC-SIC \$10,000 to conduct parent-involvement training in four pilot areas where the Alliance had established parent assistance centers. Using these funds, SC-SIC staff worked with fourteen schools in a yearlong process to develop research-based strategies and practices to improve the quality and quantity of family participation in the lives and education of their children.

The SC-SIC extended public awareness and understanding of the school report card through its newsletter, video broadcasts, and sessions at the annual conference. Collaboration with EOC staff in the design of a series of workshops for parents about the school report card led to further collaboration in the next fiscal year. EOC-sponsored research team members participated as guests in a live video broadcast to SIC members via ETV to explain the new report card survey for parents and the use of the survey results.

SC-SIC staff participation on task forces and committees of professional associations, government agencies, and nonprofit organizations—for example, the South Carolina School Boards Association's Grassroots task force, the SDE's Persistently Dangerous Schools Committee, and the SDE's Center for Safe Schools Youth Advisory Board—continued to build awareness of the school improvement and accountability process as well as the role of the SICs as a link with the strategic plan. Extending the EOC long-range goal of parent and community involvement and the state's goal of safe and healthy schools, SC-SIC staff also participated in the activities of such entities as the Healthy Schools Healthy South Carolina Network, the American Cancer Society, and the SCASA-sponsored Schools of Promise program.

#### **Services Provided in FY 2002–03**

Twenty-five years of SC-SIC assistance was celebrated at the SC-SIC annual conference. A recognition program for local SICs was introduced this year. Although the SC-SIC had provided assistance to the SICs in schools rated as “unsatisfactory” on the annual school report card in the past, this assistance was now mandated by a proviso in the appropriations act for 2002-03. Budget limitations led to more effective use of technology and the SC-SIC website was revamped to provide more information to council members.

### **A. Training**

In FY 2002–03, the SC-SIC provided SIC training to 3,323 individuals. The addition of technology resources allowed the SC-SIC to collect and process data on its training efforts more effectively than in previous years.

### **B. Technical Assistance**

The SC-SIC again provided technical assistance to the SICs through the toll-free telephone line, fax, and e-mail. An expanded Web site allowed staff to include a wide variety of links for information on school improvement and new federal legislation. The Web site was accessed over 3,000 times during the year. Staff continued the mandated collection of SIC membership information from 1,130 schools and collected e-mail addresses on a voluntary basis; advocacy alerts were e-mailed to those SIC members.

### **C. Publications**

The SC-SIC did not launch any new publications in FY 2002–03 but did distribute 10,000 copies of the its handbook for SIC members through training, upon request, and at exhibits and presentations for professional organizations and agencies. The handbook was translated into Spanish and made available on the SC-SIC Web site. Statewide, the SC-SIC distributed over 6,100 brochures, videotapes, and publications to SIC members and other school personnel.

### **D. Partnerships**

The SC-SIC continued to encourage SICs to facilitate the formation of partnerships among parents, members of the community, and the school. Acting as a role model in that regard, the SC-SIC conducted the following partnership activities in FY 2002–03:

- The SC-SIC worked with the more than twenty statewide education organizations in the Friends of Education Coalition to promote the role of the SICs in the public schools.
- The SC-SIC convened the family-community-school partnership team in collaboration with the SDE's Office of Parental and Community Partnerships to include over thirty state-level organizations and agencies devoted to improving the conditions of children and families and their relationship with the schools.
- The SC-SIC participated with the EOC in using newsletter articles, conference presentations, and video productions aired statewide to the SICs to disseminate information to parents and SIC members about academic standards, the annual school report card, and parent-involvement strategies.

### **E. SIC Recognition**

In FY 2002–03, the SC-SIC began planning for a program to recognize SICs for their work in improving the learning environment, collaborating with the community, and participating in the accountability process. The focus of this plan was a year-long public awareness campaign celebrating twenty-five years of SICs in South Carolina.

The following activities contributed to a heightened awareness regarding the role and the impact of the state's SICs:

- The SC-SIC created the Dick and Tunky Riley School Improvement Award in recognition of the Rileys' contribution to parent and citizen participation in school improvement. Every year an SIC would be recognized as exemplary and given the award.

The Richland Northeast High School SIC received the Riley Award in 2003. The Rileys presented the award at the annual SIC conference. Media coverage as well as official recognition was widespread:

- Two local television stations carried live broadcasts.
  - ETV taped the event for future broadcast.
  - The *State* newspaper carried an editorial about SICs and featured the five schools whose SICs had been finalists in the 2003 competition.
  - The Associated Press picked up the *State's* article for reprinting in smaller South Carolina newspapers.
  - Public Radio aired information about the twenty-five-year SIC celebration and the awarding of the Riley Award.
  - The principals of the five finalist schools were recognized before an audience of their peers at the annual SCASA Summer Leadership Conference.
- Governor Mark Sanford designated March as "School Improvement Council Month" in recognition of the SICs' twenty-five years of existence and the more than 16,000 volunteers serving on SICs across the state.
  - The General Assembly passed a joint resolution declaring its appreciation for the SICs' twenty-five years of contributions to the state's schools and for the SC-SIC's twenty-five years of support to the SICs throughout the state. The resolution was read into the record in each chamber, and SIC members present in the gallery were recognized.
  - The SC-SIC Board honored Joan Grimmett, SIC district contact for Horry, for her exemplary work as an SIC advocate. The SIC Advocate of the Year award was presented to Ms. Grimmett at the annual SIC conference in March 2003.

#### **F. "Unsatisfactory" Schools**

During this first year of mandated direct assistance to schools ranked as "unsatisfactory" on their annual school report card, the SC-SIC worked with the principals, staff, and SIC members in 48 such schools.

#### **Services Provided in FY 2003–04**

In FY 2003–04, the SC-SIC reorganized the responsibilities of its staff to accomplish its stated goals. One newly hired part-time council specialist provided direct assistance to schools designated "unsatisfactory." Two full-time professional staff devoted their efforts to developing effective training that SIC members could access through technology and regional sessions. The



reorganization in response to budget reductions effectively increased the availability of resources to SIC members.

### **A. Training**

The SC-SIC replaced on-site SIC trainings at the school and district levels with the newly produced video *The Basics*, which aired across the state to all schools via ETV and Distance Education Learning Centers (DELC). Each district received a video to copy and distribute as needed. The video is a companion to the SIC handbook, which is available for download on the SC-SIC Web site at <http://www.ed.sc.edu/sic>. Now titled *School Improvement Council Handbook: The Basics*, the handbook is in its third edition and is published in both English and Spanish.

A series of six half-hour live-to-tape video programs, known as *Council Update*, were aired via ETV and DELC. Topics included accountability, NCLB, and adequate yearly progress (AYP) in South Carolina, and writing the report to the parents. Schools downloaded the programs for use at SIC meetings, and districts downloaded the programs to air on public access TV channels and schools. Presenters included a state legislator, EOC staff, SIC officers, a principal, SDE staff, and SC-SIC staff. The training evaluation discussed below also included questions about the knowledge of and value of *Council Update*. One-third of the respondents knew about the service and found it useful; a review of notification methods was recommended.

The SC-SIC expanded its user-friendly Web site to include a wide variety of links for related information on school improvement and new federal legislation. Two different PowerPoint presentations to accompany the handbook were also posted. Samples of bylaws and reports the SIC is required to write were updated, and publications on NCLB and the SC-SIC newsletter were posted on the site in order to have wider distribution. All SC-SIC publications are now available for download on the Web site.

The SC-SIC conducted six regional conferences, three in the fall and three in the spring. Two conferences were held in each of the metropolitan areas of Charleston, Greenville, and Columbia. This new way of delivering training resulted in an increase in the number of SIC members attending in all three locations from fall to spring. The number of individuals attending the conferences more than doubled over the previous year (439 as compared to 227 in FY 2002–03). The number of schools represented in attendance was a huge increase over the past year (232 compared to 79 in FY 2002–03).

After both sets of conferences, the SC-SIC sent an evaluation to all conference registrants. The survey had a 45 percent return rate and virtually all (99 percent) of the respondents reported they shared the information learned at the conference with their SIC members. Another 78 percent indicated action was taken as a result of the information learned.

### **B. Technical Assistance**

The SC-SIC again provided technical assistance to the SICs through the toll-free telephone line, fax, and e-mail and continued the mandated collection of SIC membership information from schools. Staff made e-mail advocacy alerts available to those council members who voluntarily shared their e-mail addresses.

### **C. Publications**

In addition to the online resources discussed above, the SC-SIC distributed 10,000 copies of the revised handbook through training, upon request, and at exhibits and presentations for professional organizations and agencies. Staff distributed 20,000 copies of “Answers to Your Questions about No Child Left Behind in South Carolina” (now available online at <http://www.ed.sc.edu/sic/NCLBANSWERS.PDF>) to SIC members, Title I parents, and the public.

To ensure the fullest possible dissemination of council information, the SC-SIC updated and streamlined its database of names and addresses, which included those of SIC members, school personnel whose duties were related to council function, and community members who were concerned with school improvement. Four issues of the six-page newsletter, *Council News*, were published and distributed to more than 17,000 individuals in FY 2003–04.

### **D. Partnerships**

In collaboration with the SDE and the Voices of South Carolina’s Children, the SC-SIC published “Answers to Questions about No Child Left Behind in South Carolina” and distributed all 20,000 to parents in Title I schools, all SIC members, and other school professionals. The publication was posted on the Web site with permission to download and reproduce for distribution to parents.

The SC-SIC participated with the “Friends of Education,” a group of more than thirty education and professional association leaders, to promote the role of SICs as supporter of public education and potential for participation as advocates for their school and district. The SC-SIC also collaborated with the EOC to communicate information to parents and SICs about academic standards, parent-involvement strategies, and information related to the school report card. Information was communicated through newsletter articles, conference presentations, and video productions aired statewide to the SICs.

In addition to those partnerships, SC-SIC staff

- conducted presentations at conferences, seminars, and forums sponsored by organizations and associations that provide opportunities to promote awareness and skill development of their members who have responsibilities related to the SICs and
- served on various state level boards and committees to raise awareness regarding the SICs and to ensure opportunities for partnership.

SC-SIC Board members also are resources for the SICs in their regions and present opportunities for awareness and recognition of SIC contributions in local communities statewide.

## **E. SIC Recognition**

At the spring regional conference in Columbia in March of 2004, the second Riley Award winner was named. This recognition was publicized in local newspapers and was included in a video aired locally and on public access channels. The SC-SIC recognized the principals of the five finalist schools at the annual SCASA Summer Leadership Conference. Summary information about the accomplishments of each of the finalists was distributed to the administrators in attendance and an invitation issued to participate in the award process.

The Governor designated March as “School Improvement Council Month” in recognition of the contribution of SICs and the more than 16,000 volunteers serving on SICs across the state. The SC-SIC Board honored two members of the South Carolina General Assembly, Bill Cotty and Joel Lourie, for their exemplary actions as advocates for SICs. The SIC Advocate of the Year awards were presented to the two legislators at the regional conference in March 2004.

## **F. “Unsatisfactory” Schools**

The SC-SIC provided direct, on-site training and assistance to SICs at 54 “unsatisfactory” schools. The number of on-site contacts per school varied from one to three, depending on the needs of the school and local SIC. The total number of on-site contacts totaled ninety-nine. Also as a part of this effort, the SC-SIC recreated a set of benchmarks to match the standards to be met for the ERT. Staff guided SICs toward achieving those standards. By the end of the school year two-thirds of the schools met the standards for having bylaws written (for the first time) and could provide evidence of regular monthly meetings. Over 40 percent of the SICs in “unsatisfactory” schools were able to provide evidence of fulfilling their responsibility to write the annual report to the parents, and nearly 30 percent provided evidence of their contribution to the writing of the annual school report card narrative.

The council specialist’s contact with and support of the principal and the SIC contributed to the quality and speed with which the benchmarks were met. First-time direct assistance to SICs that were either nonexistent and/or nonfunctional required the SC-SICs’ steady attention to their specific needs. Each school progressed at a different rate and the progress was measured through accomplishment of the benchmarks. Schools continued to provide evidence of their progress through the summer and started the FY 2004–05 school year organized and willing to accomplish their duties and responsibilities.

## **Services Provided in FY 2004–05**

Base funding for FY 2004–05 did not meet the FY 2002–03 initial level but did increase slightly over FY 2003–04. The SC-SIC carefully reorganized and prioritized its services in FY 2003–04 and continued and expanded those strategies for FY 2004–05. The SC-SIC used technology, multiple regional training, and a variety of other methods to deliver assistance and increase local member access to information, training, and assistance.

## **A. Training**

The thirty-five-minute video, *The Basics*, aired again in the fall to all schools via ETV and DELC. Districts and schools made copies to use with their SIC membership as needed. A Spanish-language version of *The Basics* was produced and aired across the state in spring 2005. Both videos are a companion to the SIC handbook, which is also available in both English and Spanish and may be downloaded from the SC-SIC Web site.

The SC-SIC again conducted six regional conferences during the year: three in the fall and three in the spring in Charleston, Greenville, and Columbia. This was the second year of delivering training regionally rather than a single statewide conference. The number of SIC members attending the conferences increased substantially over the previous year (751 compared to 439 in FY 2003–04). The number of schools represented in attendance was an increase over the previous year (282 compared to 232 in FY 2003–04).

The SC-SIC used technology to disseminate in-depth topical information to local SIC members. A series of seven half-hour live-to-tape video programs, known as *Council Update*, were aired via ETV and DELC. Topics included education funding, advocacy, NCLB, AYP in South Carolina, and effective SICs. Schools taped the programs for use at SIC meetings and districts copied the programs to air on local public access TV channels. Each *Council Update* was made available on the SC-SIC Web site using streaming video, making the information available to individuals and/or groups. The programs featured district administrators, SIC officers, a principal, SDE staff, and SC-SIC staff. The SIC district contacts were notified about the air dates and asked to share that information with their school principals and/or media specialists. Announcements about the air dates were placed in the newsletter, *Council News*, which is provided to all SIC members.

## **B. Technical Assistance**

The SC-SIC used a variety of methods to provide requested technical assistance to local council members. Those activities are set out in the paragraphs regarding training and publications but also included technical assistance via toll-free phone, e-mail, and fax to 430 SIC members and school personnel.

Annual training for the SIC district contacts provided information, materials, and services to support them in their work with the local school councils. In addition, the SC-SIC conducted an online survey of all school principals to determine the level of awareness and use of resources available from the SC-SIC. The data gathered was used to plan strategies for FY 2005–06 to improve awareness and use of SC-SIC resources.

## **C. Publications**

The SC-SIC expanded its user-friendly Web site to include a wide variety of links to related information on school improvement and new state and federal legislation. In FY 2004–05 the SC-SIC distributed the following publications:

- 10,000 revised handbooks at training sessions, upon request, and at exhibits and presentations for professional organizations and agencies;

- 6,500 copies of “Answers to Your Questions about No Child Left Behind in South Carolina” to SIC members, Title I parents, and others interested in school improvement; and
- 4 issues of the six-page newsletter, *Council News*, to more than 17,000 SIC members and others concerned with school improvement.

A review of the 2004–05 newsletters indicates that resources available from the SC-SIC included the handbook as well as videotapes of twenty-minute programs on current topics including education funding, advocacy, strategic planning, and the school report card. The newsletters included timelines, news of interest to SIC members, lists of upcoming events, opinion pieces by various SC-SIC board members, advocacy guidelines, and in-depth discussions of school report cards.

#### **D. Partnerships**

SICs are encouraged to facilitate the formation of partnerships among parents, members of the community, and the school. The SC-SIC establishes partnerships as a means of advocacy for the role of the SICs as a crucial factor in school improvement and as an important voice in accountability.

- In collaboration with the SDE and the Voices of South Carolina’s Children, the SC-SIC reprinted “Answers to Questions about No Child Left Behind in South Carolina” and distributed 6,500 of them to parents in Title I schools, SIC members, and other school professionals. The publication was posted on the SC-SIC and SDE Web sites with permission to download and reproduce for distribution.
- The SC-SIC continued to participate with the “Friends of Education” leaders to promote the role of SICs as supporters of public education and develop their potential for participation as advocates for their school and district.

#### **E. SIC Recognition**

The initiative launched in 2002 to increase public awareness about the role of SICs and their contributions continued and was expanded in FY 2004–05:

- At the spring regional conference in Columbia, March 2005, the third naming of the Riley Award winner was publicized in local newspapers and included in videos aired locally and on public access channels.
- The principals of the five finalist schools were recognized at the annual SCASA Summer Leadership Conference. Summary information about the accomplishments of each of the finalists was distributed to the administrators and an invitation issued to participate in the award process.
- The criteria for the award were clarified and the application process was improved. The number of applicants increased as did the number of phone calls about the application process.

- The SC-SIC Board honored Al Leonard, the principal of Saluda Trail Middle School, and Jeff Nicholson, the chair of Saluda Trail's SIC, for their exemplary work as SIC advocates. The SIC Advocate of the Year awards were presented to the two men at the regional conference in March 2005.

#### **F. "Unsatisfactory" Schools**

The SC-SIC continued to assist in the development of effective SICs in schools designated as "unsatisfactory." During the FY 2004–05 the SC-SIC provided direct assistance to 55 such schools. The funds expended to serve these schools in FY 2004–05 constituted 18.5 percent of the budgeted \$180,192 for the SC-SIC to provide training and services to SIC members statewide (now totaling 17,000 in more than 1,100 schools).

Once a school is rated as "unsatisfactory," SC-SIC staff becomes an ongoing source of direct assistance and training to that school's SIC members as well as to related school personnel. The first level of assistance is that given to the principal for the main purpose of ensuring that he or she understands and appreciates the role of the SIC and that his or her leadership contributes not only to the growth and development of the council members but also to their common goal of school improvement. Subsequently, an SC-SIC staff member makes contact with the SIC chairperson to create a direct link to the leadership of the SIC for the purpose of providing direct support via e-mail and telephone. The collaboration between the principal and the SIC chair is an essential relationship that must be fostered if the SIC is to develop well.

After initiating assistance with the key leadership of the school and the SIC, the SC-SIC provided training to the council members. Each school received training and assistance based on its progress toward achieving the standards outlined in the performance assessment made by the ERT. A series of benchmarks aligned with the standards was used as measures of progress to provide feedback to these SICs and their principals. During the school year following the training, the SC-SIC provided further assistance, sitting in on council meetings as observers and making recommendations regarding such matters as the use of SC-SIC resources and other media. SC-SIC staff also responded to e-mails and phone calls from SIC members.

These SICs made the following progress toward meeting four benchmarks related to organization and operation:

- 96 percent (53 schools), bylaws written and approved
- 84 percent (46 schools), meeting minutes maintained
- 75 percent (41 schools), report to the parents written and distributed
- 65 percent (36 schools), school report card narrative submitted

Training for SIC members was conducted on-site for 32 schools. Three topics were the focus: SIC roles and responsibilities, chairperson leadership, and parent involvement. In addition to specific training, all SICs received on-site assistance based on need, an effort that resulted in 129 on-site visits. One factor increasing the number of such visits was principal turnover: in 23 of the 55 schools (42 percent), new principals needed to be given an understanding of their relationship with the SIC and their role in its leadership, the role and responsibilities of

the SIC within the school and community, and the progress their particular SIC had made the year before. Two of the schools had two different principals during the school year.

The SC-SIC provided regional training in three locations twice during FY 2004–05. Forty-four schools took advantage of at least one of these trainings. Scholarship funds were secured to pay the \$15 registration fee—a “gift” that encouraged individual SIC members to attend. The practice of providing scholarships for registration met with great success and will be continued in FY 2005–06 as funds are found.

Of the 55 schools being served by the SC-SIC, 31 moved from the “unsatisfactory” category to “below average,” “average,” or “good” between FY 2003–04 and FY 2004–05. Even if a school were no longer rated as “unsatisfactory,” however, the SC-SIC continued to provide it with support for up to three years following its initial “unsatisfactory” designation. During that same two-year period, 12 of these 31 schools met the ERT governance standards, and 18 of the 31 met six of seven benchmark standards. The remaining schools were making progress toward the benchmarks. At the end of FY 2004–05, only 22 schools of those 55 schools remained on the “unsatisfactory” list. The SC-SIC estimated that the average cost of serving the 55 schools was \$525 per school per year.

In the future, if more schools are added to the “unsatisfactory” list, the SC-SIC will be challenged to maintain its established level of direct on-site visits and assistance without additional funding. The SC-SIC’s original charge was to serve all of the SICs in the state, whether or not their schools receive an “unsatisfactory” report card rating.

## **Recommendations**

- Funding for the SC-SIC should be continued so that it can accomplish further work to promote South Carolina’s commitment to community and parent involvement in public education.
- The SC-SIC should continue to monitor and to maintain detailed records of the services it provides. While the SC-SIC now collects and analyzes a tremendous amount of data each year on its members—the inquiries they make, the information they receive, the trainings they attend, and the ways in which they use the information and training they have received—it is important that it also collect information that could be relevant to program needs, such as both quantitative and qualitative data from the “unsatisfactory” schools served.
- The SC-SIC, and the SICs it serves, would benefit from an additional allocation specifically designated for research regarding program effectiveness. Currently allocated funds appear to be sufficient only to cover the programs offered.
- The SC-SIC should continue to explore new and innovative ways to serve SIC members across the state. The SC-SIC has shown an ability to adjust both to budget changes and to technological advances, and it is inevitable that it will encounter each of these challenges in the future.

- Funding for SC-SIC regional centers should be reinstated due to the size of the population that the SC-SIC serves as well as the cut in budgeted travel funds. However, the SC-SIC should also consider the possibility of disseminating information or conducting training using properly monitored (who attends, how is the information used, etc.) technology as a substitute for some on-site meetings. Methods of sharing information such as two-way video or audio conferences, Web-based seminars, CDs, and podcasts tailored to the message and the audience could be utilized.
- An appropriation above the base and tied to the number of “unsatisfactory” schools served, along with a requirement for data collection and analysis of the impact of the SC-SIC services, is strongly recommended. The additional mandate that the SC-SIC serve such schools has already cut into—and has the potential to seriously erode—funds that have previously been used to serve all schools.
- The SC-SIC should consider additional research targeted to those schools and districts for which it has no record of service. Such research should be designed to determine whether a local SIC exists, what a particular SIC’s level of functioning is, and whether the SIC members utilize the published and Web-based materials from the SC-SIC even though they do not contact SC-SIC directly or attend conferences.



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## APPENDIX A

### Principals' Survey Responses, Fall 2004

The items below are verbatim responses to the question "What, if any, additional support do you need from SC-SIC to help you convene an effective SIC?" on the fall 2004 principals' online survey form.

- A fall or summer training meeting for SIC chairpersons would be helpful.
- All parents want schools for their children that are continuously improving. Working parents in a rural community find it difficult to give the time to serve. The complexity of the issues and the language of education discourages others. Simplifying the language, regulations, and tasks needed to improve schools would make communication about and improvement of our schools better. Many stakeholders would have to come to the table. SC-SIC could be one voice to help 'unlayer' all the requirements on schools, parents, and students.
- An occasional visit from the state office to reinforce or assist in improving current practices or activities. (I know that is a lot of visits).
- Be there to answer questions as they arise. You've done very well so far. Thanks!
- Beth Fincher worked for several months two years ago to help us structure our SIC in compliance with state directives and begin working on school-wide goals. I regret that her position was eliminated. She had a positive impact on our school.
- Clear guidelines on boundaries between SIC and PTA functions and most particularly between sitting on SIC and managing the school. Some model terms of reference would be helpful.
- Free conferences would be great. We do not have the funds to pay to send parents to workshops when we can't send teachers to things they need to go to. More regional conferences would be helpful.
- Guest speakers from SC-SIC
- How about a training session for new principals on how to build and implement a successful SIC?
- I cannot think of any additional help needed right now. I know I can call on you for assistance at any time. Thanks.
- I would like to see a workshop held during the late spring or early summer. It would be beneficial for principals and those SIC members who are not new to the council. Pre-training would be GREAT!!!
- I would love to have some clear expectations about how to conduct effective SIC meetings and use this forum more effectively. I feel like I am trying to rope a tornado as a new administrator.

- I would suggest that a component of the SDE training for new principals include information available from SC-SIC and how to initiate or maintain an effective School Improvement Council.
- Information about what other SICs accomplish would be nice. I often feel that we could do more.
- Ideas on how to get committed concerned community members involved.
- Information to the public about the existence of, role of, value of School Improvement Councils . . . it is effective for our parent/community population to get information from sources they consider more credible than us . . . regular articles in the State newspaper, if you could get WIS to do two-three reports each year, especially at the beginning of the school year...convince legislators to mention SICs in their mail outs to constituents, in discussions about ways for putting parents in charge as many ways as possible for the public to know about SICs, our legislature put them into place (legally)--their help in publicizing the power and value they have would be so helpful--some good PR, I'm not sure our Governor knows about what they are supposed to do and how helpful they can be--his endorsement and reminders to the public would help his cause and ours--just good PR beyond those of us who sing in the choir every day --thanks for all that you do --you all work very hard but almost no one knows that SICs exist or what they are to do . . . please don't ask us to do this. our voice is most often worthless to the general public. go for those with perceived power and public credibility . . . thanks for asking
- It would be beneficial if the SIC provided money to help support conference attendance. I am using my school funds for this purpose.
- Make the importance of SIC more visible to the general public. Help community members to realize that serving on the SIC is an honor to be involved in planning for the instruction of our youth, not a chore. Maybe newspaper articles/ads or TV commercials highlighting the positives of serving on SIC would be helpful.
- More training in holding effective meetings.
- More state sponsored SIC related workshops for schools that are under performing.
- More training opportunities for members of SIC that address best practices to improve student achievement
- Need training to be held more locally so more on the board can attend.
- None that I can think of at this time. You have always been very helpful when I have contacted your office.
- We have had tremendous support from SIC in the form of a consultant of Diane Jumper.
- The SC-SIC has provided training, technical assistance, and a variety of materials to SICs and other related personnel. I would ask that you continue to provide this assistance. Administrators are constant being to perform miracles with NCLB and AYP. Thank you for all you do.

## APPENDIX B

### Training and Related Services Provided by the SC-SIC in the 2002–03, 2003–04, and 2004–05 School Years

Note: In the 2004–05 school year the SC-SIC began maintaining more accurate or descriptive data about training than had been collected in previous years. This was also the year that SC-SIC stopped all travel to districts with the exception of the priority schools. All priority schools received at least one visit. While many contacts with these schools, including “other” and “technical assistance” could be considered training, they have been distinguished here in order to illustrate the variety of services the SC-SIC provides to local SICs.

#### Key for all tables:

- contact = training involving the SIC district *contact* person
- fall 2004 conf., spring 2005 conf. = members of the SIC attended one of the regional *conferences* conducted by the SC-SIC in *fall 2004* and *spring 2005*
- location name in **boldface type** = priority = received on-site visits
- MS-PI = assistance provided to *middle school parent involvement* planning teams
- OST = *on-site training*
- other = training, promotion, and/or assistance provided by the SC-SIC under the auspices of another entity
- PI = *parent involvement*
- PI-PAC = *parent involvement* training provided to *parent assistance center* grant recipients
- TA = *technical assistance* = training support by phone for SIC members (usually the chair) to provide them with follow-up to training or initial contact about the workings of the SIC

Abbeville School District			
Location	2002–03	2003–04	2004–05
District Office			extra materials, TA
Abbeville High			
<b>Calhoun Falls High</b>		contact	contact, fall 2004 conf., spring 2005 conf., other
Cherokee Trail Elementary			
Diamond Hill Elementary			
Dixie High			
John C. Calhoun Elementary			
Long Cane Elementary			
Westwood Elementary			
Wright Middle			
Abbeville High			

Aiken School District			
Location	2002–03	2003–04	2004–05
District Office			extra materials, TA, other
A. L. Corbett			

<b>Aiken School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Aiken Elementary			
Aiken High		OST	
Aiken Middle			
Belvedere Elementary		OST	
Byrd Elementary			
Chukker Creek Elementary			contact, spring 2005 conf.
Clearwater Elementary			contact, fall 2004 conf., spring 2005 conf.
Cyril B. Busbee Elementary			
East Aiken Elementary			
Gloverville Elementary		OST	
Greendale Elementary			
Hammond Hill Elementary		contact, OST	contact, extra materials
J. D. Lever Elementary			
Jackson Middle			
Jefferson Elementary			
Kennedy Middle		OST	contact, TA
Kennedy/Lloyd Charter School			
LBC Middle			
Leavelle McCampbell Middle		OST	
Midland Valley High		contact	
Millbrook Elementary			
Minnie B. Kennedy Middle			
New Ellenton Middle			
North Aiken Elementary			contact
North Augusta Elementary		contact, OST	contact, extra materials, spring 2005 conf., TA
North Augusta High			contact, other
North Augusta Middle		contact, OST	contact, spring 2005 conf.
Oakwood-Windsor Elementary			
Paul Knox Middle		contact, OST	contact, fall 2004 conf., spring 2005 conf.
Redcliffe Elementary		OST	
Ridge Spring-Monetta Elementary/Middle			
Ridge Spring-Monetta High			
Schofield Middle			
Silver Bluff High			
South Aiken High		OST	
Wagener-Salley High		OST	contact, other
Warrenville Elementary			

<b>Allendale School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, spring 2005 conf., other
<b>Allendale-Fairfax High</b>		OST	contact: extra materials, fall 2004 conf., spring 2005 conf., other
<b>Allendale Elementary</b>		OST	contact, extra materials, fall 2004 conf., spring 2005 conf.
Allendale Primary			
<b>Allendale-Fairfax Middle</b>		OST	contact, extra materials, spring 2005 conf.
Fairfax Elementary		OST	contact, fall 2004 conf., spring 2005 conf.

<b>Anderson School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Hunt Meadows Elementary		contact	

Anderson School District 1			
Location	2002-03	2003-04	2004-05
Palmetto Elementary/Child Devl. Center			
Palmetto High			
Palmetto Middle			
Pelzer Elementary			
Powdersville Elementary			
Powdersville Middle			
Spearman Elementary			
West Pelzer Elementary			
Wren Elementary			
Wren High			
Wren Middle			

Anderson School District 2			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Belton Elementary			contact
Belton Middle			fall 2004 conf., spring 2005 conf.
Belton-Honea Path High			
Honea Path Elementary			
Honea Path Middle			contact, extra materials, spring 2005 conf.
Marshall Primary			
Wright Elementary			

Anderson School District 3			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Crescent High			
Iva Elementary			
Starr Elementary			
Starr-Iva Middle			

Anderson School District 4			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Crescent High			
Pendleton Elementary			contact, spring 2005 conf.
Pendleton High			contact, other
Riverside Middle			
Townville Elementary			

Anderson School District 5			
Location	2002-03	2003-04	2004-05
District Office			extra materials, fall 2004 conf., TA, other
Calhoun Street Elementary			
Centerville Elementary			
Concord Elementary			
Homeland Park Elementary		contact	contact, spring 2005 conf., TA
Lakeside Middle			
McCants Middle			
McLees Elementary			
Midway Elementary			
Nevitt Forest Elementary			

Anderson School District 5			
Location	2002-03	2003-04	2004-05
New Prospect Elementary			
Southwood Middle			
T. L. Hanna High			
Varennes Elementary			
Westside High			
Whitehall Elementary			

Bamberg School District 1			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Bamberg-Ehrhardt High			
Bamberg-Ehrhardt Middle			
Ehrhardt Elementary			
Richard Carroll Elementary, Campus B			

Bamberg School District 2			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
Denmark-Olar Elementary			contact, extra materials, fall 2004 conf.
Denmark-Olar High		OST	contact, fall 2004 conf., spring 2005 conf.
Denmark-Olar Middle			

Barnwell School District 19			
Location	2002-03	2003-04	2004-05
District Office	MS-PI		extra materials, TA, other
Blackville-Hilda High			
Blackville-Hilda Junior High			
Macedonia Elementary		OST	

Barnwell School District 29			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
Kelly Edwards Elementary			
Williston-Elko High			contact
Williston-Elko Middle			fall 2004 conf., spring 2005 conf.

Barnwell School District 45			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Barnwell Elementary			
Barnwell High			
Barnwell Primary			contact, fall 2004 conf., spring 2005 conf.
Guinyard-Butler Middle			

Beaufort School District			
Location	2002-03	2003-04	2004-05
District Office	PI-PAC, SIC training	extra materials, TA	
Academy of Career Excellence			contact, spring 2005 conf.
Battery Creek High			



<b>Beaufort School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Beaufort Elementary			contact, spring 2005 conf., TA
Beaufort High			
Beaufort Middle			
Bluffton Elementary			
Bluffton High			contact, TA
Broad River Elementary			
Coosa Elementary			contact, extra materials
Daufuskie Island School			
H. E. McCracken Middle			
Hilton Head Elementary			
Hilton Head High		contact, OST	
Hilton Head Middle		contact	
James J. Davis Elementary			
Joseph S. Shanklin Sr. Elementary		OST	
Lady's Island Elementary			
Lady's Island Middle		contact	contact, fall 2004 conf., spring 2005 conf., TA
Michael C. Riley Elementary			
Mossy Oaks Elementary			
Okatie Elementary			
Port Royal Elementary			
Robert Smalls Middle			
Shell Point Elementary			contact, fall 2004 conf., spring 2005 conf., other
St. Helena Elementary			contact, extra materials, fall 2004 conf.
<b>Whale Branch Elementary</b>			contact, fall 2004 conf., spring 2005 conf., other
<b>Whale Branch Middle</b>		contact, OST	contact, fall 2004 conf., spring 2005 conf.

<b>Berkeley School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			contact, extra materials, spring 2005 conf., TA
Berkeley Elementary			
Berkeley High		contact, OST	
Berkeley Intermediate			
Berkeley Middle			contact, spring 2005 conf.
Bluffton Elementary			contact, TA
Boulder Bluff Elementary		contact	contact, spring 2005 conf.
Cainho Elementary/Middle		contact	contact, spring 2005 conf.
College Park Elementary			contact, spring 2005 conf.
College Park Middle			
Cross Elementary			
<b>Cross High</b>			contact, extra materials, fall 2004 conf., spring 2005 conf., other
Devon Forest Elementary			
Goose Creek High			contact, fall 2004 conf., spring 2005 conf.
Goose Creek Primary			
Hanahan Elementary			
Hanahan High			
Hanahan Middle			
Henry E. Bonner Elementary			contact, fall 2004 conf., spring 2005 conf.
J. K. Gourdin Elementary			
Macedonia Middle			
Marrington Elementary			
Marrington Middle			
Sangaree Elementary			

<b>Berkeley School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Sangaree Middle			
Sangaree Intermediate			
Sedgefield Intermediate			
Sedgefield Middle			
St. Stephen Elementary			
St. Stephen Middle		contact	
Stratford High			contact, other
Timberland High			
Westview Elementary			
Westview Middle			
Westview Primary			contact, spring 2005 conf.
Whitesville Elementary		OST	contact, spring 2005 conf.

<b>Calhoun School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Calhoun County High			contact, fall 2004 conf., spring 2005 conf.
Guinyard Elementary			
John Ford Middle			
Sandy Run Elementary			

<b>Charleston School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office	staff SIC planning, facilitator training		fall 2004 conf., spring 2005 conf., TA, other
A. C. Corcoran Elementary			
Academic Magnet High			contact
Alice Birney Middle			contact
Angel Oak Elementary		contact	contact, spring 2005 conf.
Ashley River Creative Arts Elementary			contact, extra materials, spring 2005 conf.
Baptist Hill High		OST	contact, extra materials, fall 2004 conf., spring 2005 conf.
Belle Hall Elementary			contact, fall 2004 conf., spring 2005 conf.
Blaney Elementary		contact	contact, fall 2004 conf., spring 2005 conf.
Brentwood Middle		OST	contact, fall 2004 conf., spring 2005 conf.
Buist Academy			contact, spring 2005 conf.
Burke High		OST	contact, fall 2004 conf., spring 2005 conf.
C. C. Blaney Elementary			
C. E. Williams Middle			contact, extra materials, spring 2005 conf.
Charles Pinckney Elementary			contact, spring 2005 conf.
Charleston Progressive			
Charleston School of the Arts		contact	
Charlestown Academy			
Chicora Elementary			
Clyde Sanders Elementary			
Drayton Hall Elementary			contact, fall 2004 conf., spring 2005 conf.
E. B. Ellington Elementary			contact, spring 2005 conf.
Edith L. Frierson Elementary		contact	contact, spring 2005 conf.
Edmund A Burns Elementary			contact, fall 2004 conf., spring 2005 conf.
Elease Butler Ivy Academy			
Ft. Johnson Middle			contact, fall 2004 conf., spring 2005 conf.
Garrett School of Technology			spring 2005 conf.

Charleston School District			
Location	2002–03	2003–04	2004–05
Harbor View Elementary			contact, fall 2004 conf., spring 2005 conf.
Haut Gap Middle		contact	
Hollywood Elementary			contact
Hunley Park Elementary			
James B. Edwards Elementary			
James Island Charter High			contact
James Island Elementary		contact	
James Island Middle			
James Simons Elementary		contact	
Jane Edwards Elementary			contact, fall 2004 conf., f05
Jennie Moore Elementary			contact, extra materials, fall 2004 conf., spring 2005 conf.
Ladson Elementary			contact, fall 2004 conf., spring 2005 conf.
Laing Middle			contact, extra materials, spring 2005 conf.
Lambs Elementary			
Lincoln High		OST	contact, extra materials, fall 2004 conf., spring 2005 conf.
Malcolm C. Hursey Elementary			contact
Mamie Whitesides Elementary			contact, fall 2004 conf., spring 2005 conf.
Mary Ford Elementary			
Matilda F. Dunston Elementary			
McClellanville Middle			contact
Memminger Elementary			contact, fall 2004 conf., spring 2005 conf.
Midland Park Elementary			contact, spring 2005 conf.
Military Magnet Academy			contact, extra materials, spring 2005 conf.
Minnie Hughes Elementary			contact, fall 2004 conf., spring 2005 conf.
Mitchell Elementary			
Morningside Middle			contact, spring 2005 conf.
Moultrie Middle			contact, spring 2005 conf.
Mt. Pleasant Academy			contact, spring 2005 conf.
Mt. Zion Elementary			
Murray-Lasaine Elementary			contact, spring 2005 conf.
North Charleston High	OST		contact, extra materials, fall 2004 conf., spring 2005 conf.
North Charleston Elementary			contact, fall 2004 conf., spring 2005 conf.
Oakland Elementary		contact	contact, fall 2004 conf., spring 2005 conf.
Orange Grove Elementary			
Pepperhill Elementary			contact, spring 2005 conf.
R. B. Stall High			contact, extra materials, fall 2004 conf. 2005
R. D. Schroder Middle			contact, fall 2004 conf. spring 2005 conf.
Rivers Middle		OST	contact, extra materials, fall 2004 conf.
Sanders-Clyde Elementary		OST	contact, extra materials, fall 2004 conf., spring 2005 conf.
Springfield Elementary			
St. Andrews Elementary		contact	contact, fall 2004 conf., spring 2005 conf.
St. James-Santee Elementary			contact, spring 2005 conf.
St. John's High		OST	contact, extra materials, fall 2004 conf., spring 2005 conf.
Stiles Point Elementary			
Stono Park Elementary			contact, spring 2005 conf.
Sullivans Island Elementary			contact, fall 2004 conf., spring 2005 conf.
Thomas C. Cario Middle			
W. B. Goodwin Elementary		contact	
Wando High		contact	contact, spring 2005 conf.
West Ashley High			
West Ashley Intermediate			contact, spring 2005 conf.
West Ashley Middle			
Wilmot Fraser Elementary		contact	

Cherokee School District			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
Alma Elementary			
B. D. Lee Elementary			
Blacksburg Elementary			contact, spring 2005 conf.
Blacksburg High			
Blacksburg Middle			
Blacksburg Primary			
Cherokee Technology Center			
Corinth Elementary			
Draytonville Elementary			
Gaffney High			contact, spring 2005 conf.
Gaffney Middle			
Goucher Elementary			
Granard Middle		contact	
Grassy Pond Elementary			
John E. Ewing Middle			
Limestone Central Elementary			
Luther Vaughan Elementary			
Mary Bramlett Elementary			
Northwest Elementary			

Chester School District			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
<b>Chester High</b>		OST	contact, extra materials, spring 2005 conf., TA, other
Chester Middle		OST	contact, fall 2004 conf.
Chester Park Complex			contact, fall 2004 conf., spring 2005 conf.
Chester Park School of Inquiry (elem.)			contact, TA
Great Falls Elementary			contact, fall 2004 conf., spring 2005 conf.
Great Falls High			
Great Falls Middle		OST	
Lewisville Elementary			contact, spring 2005 conf.
Lewisville High			
Lewisville Middle			

Chesterfield School District			
Location	2002-03	2003-04	2004-05
District Office			TA
<b>Central High</b>		OST	contact, other
Cheraw High			
Cheraw Intermediate			
Cheraw Primary			
Chesterfield High		OST	
Chesterfield Ruby Middle			
Edwards Elementary			
Jefferson Elementary			
Long Middle			contact, other
McBee Elementary			
McBee High			
Pageland Elementary			
Pageland Middle			
Petersburg Elementary			

<b>Chesterfield School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Plainview Elementary			contact, spring 2005 conf.
Ruby Elementary		OST	

<b>Clarendon School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
<b>Scott's Branch High</b>		OST	contact, spring 2005 conf., other
Scotts Branch Intermediate			spring 2005 conf.
St. Paul Primary			

<b>Clarendon School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Manning Early Childhood Center			
Manning Elementary			
Manning High			
Manning Junior High		OST	
Manning Primary			
Phoenix Center			

<b>Clarendon School District 3</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
East Clarendon High			
Walker-Gamble Elementary			

<b>Colleton School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Bells Elementary			contact, spring 2005 conf.
Black Street Elementary			contact, fall 2004 conf., spring 2005 conf.
Colleton County High			contact, spring 2005 conf.
Colleton Middle			
Cottageville Elementary		OST	
Edisto Beach Elementary			
Forest Circle Middle			
Forest Hills Elementary			
Hendersonville Elementary		OST	
Northside Elementary			
Ruffin Middle			contact, fall 2004 conf., spring 2005 conf.

<b>Darlington School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Brockington Elementary Magnet			
Brunson-Dargan Elementary			
Carolina Elementary			
Choices			
Darlington High		contact	
Darlington Junior High			
Hartsville High			contact, fall 2004 conf.
Hartsville Junior High		contact	
J. L. Cain Elementary			

<b>Darlington School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Lamar Elementary			
Lamar High			contact, other
Mayo High School for Math, Science, and Technology		OST	
North Hartsville Elementary			
Pate Elementary			
Rosenwald/St. David's Elementary			
Southside Early Childhood Center			
Spaulding Elementary			
<b>Spaulding Junior High</b>		OST	contact, other
St. John's Elementary			
Thornwell School for the Arts			
Washington Street Elementary			
West Hartsville Elementary			

<b>Dillon School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Lake View Elementary			
<b>Lake View High</b>		OST	contact, other
Lake View Middle			

<b>Dillon School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
<b>Dillon High</b>		OST	contact, spring 2005 conf., other
East Elementary			
Gordon Elementary			contact, fall 2004 conf., spring 2005 conf.
J. V. Martin Junior High			
South Elementary			
Stewart Heights Elementary			

<b>Dillon School District 3</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Latta Elementary			
Latta High		OST	
Latta Middle			

<b>Dorchester School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Alston Middle			
Beech Hill Elementary			contact, spring 2005 conf.
DuBose Middle		OST	
Flowertown Elementary			contact, extra materials
Ft. Dorchester Elementary		OST	contact, spring 2005 conf.
Ft. Dorchester High			contact, other
Gregg Middle			contact, fall 2004 conf., spring 2005 conf.
Knightsville Elementary			contact, other
Liberty Academy Charter School			contact, fall 2004 conf., spring 2005 conf.
Newington Elementary			contact, fall 2004 conf., spring 2005 conf.

<b>Dorchester School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Oakbrook Elementary			
Oakbrook Middle			
R. H. Rollings Middle School of the Arts			
Spann Elementary			
Summerville Elementary			contact, other
Summerville High			contact, fall 2004 conf., spring 2005 conf., other
Windsor Hill Elementary			contact, fall 2004 conf., spring 2005 conf.

<b>Dorchester School District 4</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Harleyville-Ridgeville Elementary			
St. George Middle			
Williams Memorial Elementary			
<b>Woodland High</b>		OST	contact, extra materials, spring 2005 conf., other

<b>Edgefield School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Douglas Elementary			
Fox Creek High			contact, extra materials
Johnston Elementary			
Johnston-Edgefield-Trenton Middle			
Merriwether Elementary			
Merriwether Middle			
Strom Thurmond Career Center			
Strom Thurmond High			
W. E. Parker Elementary			

<b>Fairfield School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office		SIC training	extra materials, TA, other
Fairfield Central High			
Fairfield Intermediate			
<b>Fairfield Middle</b>		OST	contact, extra materials, fall 2004 conf., spring 2005 conf., other
<b>Fairfield Primary</b>		OST	contact, fall 2004 conf., spring 2005 conf., other
Geiger Elementary		OST	
Gordon Early Childhood Center			
Kelly Miller Elementary			
McCorey-Liston Elementary			

<b>Florence School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office	PI-PAC, SIC training		extra materials, TA, other
Briggs Elementary		OST	
Carver Elementary		OST	
Delmae Elementary		OST	
Dewey Carter Elementary	OST		
Florence Career Center		OST	
Greenwood			

Florence School District 1			
Location	2002-03	2003-04	2004-05
Henry L. Sneed Middle		OST	contact, TA
Henry Timrod Elementary		OST	
Lester Elementary			
McLaurin Elementary		OST	
Moore Intermediate		OST	
North Vista Elementary		OST	
Royall Elementary			
Savannah Grove Elementary			
South Florence High		OST	contact, extra materials
Southside Middle		OST	
Wallace Gregg Elementary		OST	
West Florence High		OST	
Williams Middle		OST	
Wilson Senior High		OST	contact, fall 2004 conf., spring 2005 conf.

Florence School District 2			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Hannah-Pamplico Elementary/Middle			
Hannah-Pamplico High			

Florence School District 3			
Location	2002-03	2003-04	2004-05
District Office			extra materials, fall 2004 conf., TA, other
J. C. Lynch Elementary			
J. Paul Truluck Middle			contact, fall 2004 conf., spring 2005 conf.
Lake City Elementary		OST	
<b>Lake City High</b>		OST	contact, fall 2004 conf., spring 2005 conf., other
Main Street Elementary			contact, fall 2004 conf., spring 2005 conf.
Olanta Elementary			
Ronald E. McNair Middle			
Scranton Elementary		OST	

Florence School District 4			
Location	2002-03	2003-04	2004-05
District Office			TA
Brockington Elementary		OST	
<b>Johnson Middle</b>		OST	contact, extra materials, spring 2005 conf., other
<b>Timmons ville High</b>		OST	contact, other

Florence School District 5			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Johnsonville Elementary			
Johnsonville High			
Johnsonville Middle			

Georgetown School District			
Location	2002-03	2003-04	2004-05
District Office	SIC training		extra materials, TA
Andrews Elementary			
Andrews High			contact, other
Brown's Ferry Elementary			



<b>Georgetown School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Carvers Bay High			
Carvers Bay Middle			
Georgetown High			
Georgetown Middle			
Kensington Elementary			
Maryville Elementary			contact
McDonald Elementary			
Plantersville Elementary			
Pleasant Hill Elementary		OST	
Rosemary Middle		OST	
Sampit Elementary		OST	
Waccamaw Elementary			
Waccamaw High			contact, other
Waccamaw Middle			

<b>Greenville School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office	PI-PAC, principals PI meeting		TA, spring 2005 conf., other
Alexander Elementary			
Armstrong Elementary			contact, fall 2004 conf., spring 2005 conf.
Augusta Circle Elementary		OST	
Bakers Chapel Elementary			
Beck Academy	OST		contact, spring 2005 conf.
Bells Crossing Elementary			
Berea Elementary			contact
Berea High			
Berea Middle			
Bethel Elementary			
Blue Ridge High			
Blue Ridge Middle			contact, fall 2004 conf., spring 2005 conf.
Blythe Academy			contact, spring 2005 conf.
Brook Glenn Elementary		OST	
Brushy Creek Elementary			
Bryson Elementary			
Bryson Middle			
Buena Vista Elementary			contact, fall 2004 conf., spring 2005 conf., TA
Carolina High		OST	contact, fall 2004 conf., spring 2005 conf., other
Chandler Creek Elementary			contact, spring 2005 conf.
Cherrydale Elementary			
Crestview Elementary			contact, extra materials
Donaldson Career Center			
Duncan Chapel Elementary			
East North Street Academy			contact, spring 2005 conf., TA
Eastside High			contact, other
Ellen Woodside Elementary			
Enoree Career			
Fork Shoals Elementary			
Fountain Inn Elementary			
Gateway Elementary			
Golden Strip Career Technology Center			contact, extra materials, fall 2004 conf., spring 2005 conf.
Greenbrier Elementary		OST	

Greenville School District			
Location	2002-03	2003-04	2004-05
Greenview Elementary			
Greenville Academy			
Greenville County Gifted Center			contact, fall 2004 conf., spring 2005 conf.
Greenville Sr. High Academy			contact, fall 2004 conf., spring 2005 conf.
Greer High			
Greer Middle			contact, fall 2004 conf., spring 2005 conf.
Grove Elementary			
Heritage Elementary			
Hillcrest High			contact, spring 2005 conf.
Hillcrest Middle			contact, fall 2004 conf.
<b>Hollis Academy</b>			contact, extra materials, fall 2004 conf., spring 2005 conf., other
Hughes Academy			spring 2005 conf.
J. L. Mann High Academy	OST	OST	spring 2005 conf.
Lake Forest Elementary			
Lakeview Middle		OST	
League Academy			spring 2005 conf.
Mauldin Elementary			contact, extra materials, spring 2005 conf.
Mauldin High		OST	contact, fall 2004 conf., other
Mauldin Middle			contact, spring 2005 conf.
Mitchell Road			
Monaview Elementary			contact, spring 2005 conf.
Mountain View Elementary			
Northwest Middle			spring 2005 conf.
Northwood Middle			
Oakview Elementary			spring 2005 conf.
Paris Elementary			spring 2005 conf.
Pelham Road Elementary			
Plain Elementary			
Riverside High			contact, other
Riverside Middle			contact, fall 2004 conf., spring 2005 conf.
Robert E. Cashion Elementary			contact, extra materials
Sara Collins Elementary			
Sevier Middle			
Simpsonville Elementary			spring 2005 conf.
Skyland Elementary			spring 2005 conf.
Slater-Marietta Elementary			
Southside High			contact, fall 2004 conf., spring 2005 conf.
Stone Academy			spring 2005 conf.
Sue Cleveland Elementary			
Summit Drive Elementary			
<b>Tanglewood Middle</b>		OST	contact, fall 2004 conf., spring 2005 conf., other
Taylors Elementary		OST	contact, extra materials, spring 2005 conf.
Tigerville Elementary		OST	spring 2005 conf.
Travelers Rest High			
Wade Hampton High			contact, fall 2004 conf., spring 2005 conf., TA
Washington Center			contact, TA
Welcome Elementary			
Westcliffe Elementary		OST	
Woodland Elementary		OST	
Woodmont High			spring 2005 conf.
Woodmont Middle			

<b>Greenwood School District 50</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Brewer Middle			
East End Elementary			contact, extra materials
Emerald High			
Greenwood High		OST	
Hodges Elementary			
Lakeview Elementary			contact, extra materials
Mathews Elementary			contact, extra materials
Merrywood Elementary			contact, extra materials
Northside Middle			contact, other
Oakland Elementary			contact, extra materials, other
Pinecrest Elementary			contact, extra materials
Springfield Elementary			contact, extra materials
Westview Middle			
Woodfields Elementary			

<b>Greenwood School District 51</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Ware Shoals Elementary		OST	extra materials
Ware Shoals High		OST	
Ware Shoals Primary			contact

<b>Greenwood School District 52</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Edgewood Middle			
Ninety Six Elementary			
Ninety Six High			contact, other

<b>Hampton School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Ben Hazel Primary			
Brunson Elementary			
Fennell Elementary			
Hampton Elementary			
North District Middle			
Varnville Elementary			
Wade Hampton High			contact

<b>Hampton School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>District Office</b>	principals planning, SIC training	OST	extra materials, TA, other
Estill Elementary			contact, TA
<b>Estill High</b>		OST	contact, fall 2004 conf., spring 2005 conf., other
<b>Estill Middle</b>		OST	contact, other

<b>Horry School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, spring 2005 conf., TA, other
Academy for the Arts, Science, and Technology.			
Aynor Conway Career Center			contact
Aynor Elementary		OST	
Aynor High			
Aynor Middle			
Carolina Forest Elementary			
Carolina Forest High		OST	
Carolina Forest Middle			
Conway Elementary		OST	
Conway High			contact, other
Conway Middle			
Daisy Elementary			
Finklea Career Center			
Forestbrook Elementary			
Forestbrook Middle			
Green Sea Floyds Elementary		OST	
Green Sea Floyds High			contact, TA
Homewood Elementary			contact, extra materials
Kingston Elementary			
Lakewood Elementary		OST	
Loris Elementary			
Loris High			
Loris Middle			
Midland Elementary		OST	
Myrtle Beach Elementary			
Myrtle Beach High			contact, other
Myrtle Beach Intermediate			
Myrtle Beach Middle		OST	
Myrtle Beach Primary			
North Myrtle Beach Elementary	OST		
North Myrtle Beach High	OST		
North Myrtle Beach Intermediate			
North Myrtle Beach Middle	OST	OST	
North Myrtle Beach Primary			
Palmetto Bays Elementary			
Pee Dee Elementary			
Seaside Elementary			
Socastee Elementary			
Socastee High			
South Conway Elementary			
St. James Elementary			
St. James High			contact, spring 2005 conf.
St. James Middle			
Career Center			extra materials
Waccamaw Elementary			
Whittemore Park Middle		OST	

<b>Jasper School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office		SIC training	extra materials, TA, other
<b>Jasper County High</b>		OST	contact, extra materials, other

<b>Jasper School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Ridgeland Elementary			
<b>Ridgeland Middle</b>		OST	contact, extra materials, fall 2004 conf., spring 2005 conf., other
West Hardeeville Elementary			

<b>Kershaw School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials
Applied Tech Education Campus			
Baron DeKalb Elementary		OST	
Bethune Elementary			
Blaney Elementary			contact, spring 2005 conf.
Camden Elementary School of the Creative Arts			contact, extra materials
Camden High			
Camden Middle			
Doby's Mill Elementary			
Jackson			contact, spring 2005 conf.
Leslie M. Stover Middle			contact, fall 2004 conf., spring 2005 conf.
Lugoff Elementary			
Lugoff-Elgin High			contact, spring 2005 conf.
Lugoff-Elgin Middle			
Midway Elementary			
Mt. Pisgah Elementary			
North Central High			
North Central Middle			
Pine Tree Hill Elementary			
Wateree Elementary			

<b>Lancaster School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office	SIC training		extra materials, TA
A. R. Rucker Middle			
Andrew Jackson High			
Andrew Jackson Middle			
Brooklyn Springs Elementary			
Buford Elementary			
Buford High			contact, other
Buford Middle			
Clinton Elementary			
Discovery School			
Erwin Elementary			
Heath Springs Elementary			
Indian Land Elementary/Middle			
Indian Land High			
Kershaw Elementary			contact, fall 2004 conf., spring 2005 conf.
Lancaster County Vocational			
Lancaster High			
McDonald Green Elementary			
North Elementary			
South Middle		OST	
Southside Early Childhood Center			

<b>Laurens School District 55</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
E. B. Morse Elementary			contact, fall 2004 conf., spring 2005 conf.
Ford Elementary			
Gray Court-Owings Elementary			contact, spring 2005 conf.
Hickory Tavern Elementary			contact, extra materials, fall 2004 conf., spring 2005 conf.
Hickory Tavern Middle			
Laurens District 55 High			
Laurens Elementary			
Laurens Middle			
Pleasant View Primary			
Sanders Middle			
Waterloo Elementary			

<b>Laurens School District 56</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, fall 2004 conf., spring 2005 conf., TA, other
Bell Street Middle			contact, fall 2004 conf., spring 2005 conf., TA
Clinton Elementary		OST	
Clinton High			
Eastside Elementary			
Joanna-Woodson Elementary			
M. S. Bailey Elementary			
Martha Dendy Sixth Grade Center			contact, fall 2004 conf., spring 2005 conf., TA

<b>Lee School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>District Office</b>	principal SIC training		extra materials
Bishopville Intermediate			
Bishopville Primary			contact, spring 2005 conf.
<b>Lee Central High</b>		OST	contact, other
Lee County Career and Tech. Center			contact, spring 2005 conf.
<b>Lower Lee Elementary</b>		OST	contact, extra materials, fall 2004 conf., spring 2005 conf., other
<b>Mt. Pleasant Middle</b>		OST	contact, extra materials, fall 2004 conf., spring 2005 conf.
West Lee Elementary			

<b>Lexington School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office	PI-PAC		extra materials, TA
Gilbert Elementary			
Gilbert High			contact, other
Gilbert Middle			
Gilbert Primary			
Lake Murray Elementary		OST	
Lexington Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
Lexington High		OST	
Lexington Intermediate			
Lexington Middle			
Lexington Technology Center			
Midway Elementary		OST	contact, extra materials, TA
Oak Grove Elementary			
Pelion Elementary		OST	

Lexington School District 1			
Location	2002-03	2003-04	2004-05
Pelion High		OST	
Pelion Middle		OST	
Red Bank Elementary			
Saxe Gotha Elementary		OST	
White Knoll Elementary		OST	spring 2005 conf.
White Knoll High		OST	
White Knoll Middle			contact

Lexington School District 2			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Airport High		OST	
Brookland-Cayce Grammar #1			
Brookland-Cayce High			contact, extra materials
Claude A. Taylor Elementary			contact, extra materials, fall 2004 conf., spring 2005 conf., TA
Congaree Elementary			
Congaree-Wood Early Childhood			
Cyril B. Busbee Middle			contact, fall 2004 conf., spring 2005 conf.
George I. Pair Elementary			
Herbert A. Wood Elementary			
Northside Middle			
Pine Ridge Elementary			
Pineview Elementary			
R. Earle Davis Elementary			
R. H. Fulmer Middle		OST	contact, extra materials
Saluda River Academy for the Arts			contact, fall 2004 conf., spring 2005 conf.
Springdale Elementary			

Lexington School District 3			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Batesburg-Leesville Elementary			contact, spring 2005 conf.
Batesburg-Leesville High		OST	extra materials
Batesburg-Leesville Middle			
Batesburg-Leesville Primary			

Lexington School District 4			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Frances F. Mack Primary			
Sandhills Elementary			
Sandhills Intermediate			
Sandhills Middle			
Swansea High			contact, extra materials, spring 2005 conf., TA
Swansea Primary			

Marion School District 1			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
Easterling Primary		OST	
Johnakin Middle			

<b>Marion School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Marion High			contact, other
Marion Intermediate			

<b>Marion School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
McCormick Elementary			
Mullins High			
North Mullins Primary			
Palmetto School			

<b>Marion School District 7</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Brittons Neck Elementary			
<b>Creek Bridge Middle/High</b>		OST	contact, spring 2005 conf.
Rains Centenary Elementary			contact, spring 2005 conf., other

<b>Marlboro School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Bennettsville Elementary		OST	contact, other
Bennettsville Middle		OST	contact, spring 2005 conf., other
Bennettsville Primary		OST	
Blenheim Elementary/Middle		OST	contact, spring 2005 conf.
Clio Elementary/Middle		OST	contact, fall 2004 conf., spring 2005 conf.
Marlboro County High		OST	
Marlboro County School of Discovery			contact, fall 2004 conf., spring 2005 conf.
McColl Elementary/Middle		OST	
Wallace Elementary/Middle		OST	contact, fall 2004 conf., spring 2005 conf., other

<b>McCormick School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office		OST, contact	extra materials, TA, other
Loop Elementary Charter School			
McCormick Challenge Academy			
McCormick Elementary			
McCormick High			contact, fall 2004 conf., other
McCormick Middle			contact, fall 2004 conf.

<b>Newberry School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Boundary Street Elementary		OST	
Gallman Elementary		OST	
Little Mountain Elementary			
Mid-Carolina High			
Mid-Carolina Middle			
Newberry County Career Center			contact, TA
Newberry High			
Newberry Middle			



<b>Newberry School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Pomaria-Garmany Elementary			
Prosperity-Rikard Elementary			contact, other
Reuben Elementary			
Speers Street Elementary			
Whitmire Community		OST	
Whitmire High			

<b>Oconee School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, other , TA
Code Elementary			
Fair-Oak Elementary			
Hamilton Career Center			
J. N. Kellett Elementary			
James M. Brown Elementary			
Keowee Elementary			
Northside Elementary			
Oakway Middle			contact, fall 2004 conf., spring 2005 conf.
Orchard Park Elementary			
Ravenel Elementary			contact, spring 2005 conf., other
Ravenel Middle			spring 2005 conf.
Seneca High			contact, other
Seneca Middle		OST	contact, other
Tamassee Elementary			
Tamassee-Salem Middle/High			contact, fall 2004 conf., spring 2005 conf.
Walhalla Elementary			
Walhalla High			
Walhalla Middle			
Westminster Elementary			
Westminster Middle			
West-Oak High			

<b>Orangeburg School District 3</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office		SIC training	extra materials, fall 2004 conf., spring 2005 conf., TA, other
Elloree Elementary			contact, fall 2004 conf., spring 2005 conf.
Elloree HS		OST	contact, extra materials
Holly Hill Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
Holly Hill Middle			
<b>Holly Hill Roberts High</b>			
<b>Lake Marion High</b>			contact, fall 2004 conf., spring 2005 conf., other
St. James-Gaillard Elementary			contact, fall 2004 conf., spring 2005 conf.
Vance-Providence Elementary			contact

<b>Orangeburg School District 4</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office		SIC training	extra materials, TA, other
Branchville High			
Carver-Edisto Middle			
Edisto Elementary			
Edisto High			

<b>Orangeburg School District 4</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Edisto Primary			
<b>Hunter-Kinard-Tyler Elementary</b>		OST	contact, spring 2005 conf., TA, other
<b>Hunter-Kinard-Tyler High</b>		OST	contact, extra materials, spring 2005 conf., TA, other
Lockett Elementary			
Norway Learning Center			

<b>Orangeburg School District 5</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Bowman Elementary			
<b>Bowman Middle/High</b>		OST	contact, extra materials, spring 2005 conf., TA, other
Marshall Elementary			
Mellichamp Elementary			
Nix Elementary		OST	
North Elementary			
North Middle/High			
Orangeburg Five Tech Center			
Orangeburg-Wilkinson High			
Rivelon Elementary			
Robert E. Howard Middle			
Sheridan Elementary			extra materials
Whittaker Elementary			
William J. Clark Middle		OST	contact, other

<b>Palmetto Unified School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Office			extra materials
Evans Correctional Inst			
Graham Correctional Inst			
Kershaw Correctional Inst			
Lee Correctional Inst			
Lieber Correctional Inst			
MacDougall Youth Correctional Center			
Manning Correctional Inst			
Stevenson Correctional Inst			
Ridgeland Correctional Inst			
Stevenson Correctional Inst			
Trenton Correctional Inst			
Turbeville Correctional Inst			
Tyger River Correctional Inst			
Wateree River Correctional Inst			

<b>Pickens School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Ambler Elementary			
A. R. Lewis Elementary			
B. J. Skelton Career Center			
Central Elementary			contact, TA
Clemson Elementary			
Crosswell Elementary			contact, fall 2004 conf., spring 2005 conf., TA
D. W. Daniel High			contact, other

<b>Pickens School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Dacusville Elementary			contact, extra materials
Dacusville Middle			
Easley High			
East End Elementary			contact, fall 2004 conf., spring 2005 conf.
Forest Acres Elementary			contact, other
Hagood Elementary			
Holly Springs Elementary			
Liberty Elementary			
Liberty High			
Liberty Middle			
McKissick Elementary			
Pickens Elementary			
Pickens High		OST	
Pickens Middle			
R. C. Edward Middle			
Richard H. Gettys Middle			
Six Mile Elementary			
West End Elementary			

<b>Richland School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office	SIC training, parent liaison PI training, mgmt team PI planning, new teacher workshop		extra materials, TA, other
A. C. Flora High		OST	contact, other
A. C. Moore Elementary			
A. J. Lewis Greenview Elementary		OST	contact, spring 2005 conf., other
<b>Alcorn Middle</b>		OST	contact, spring 2005 conf.
Annie Burnside Elementary			contact, fall 2004 conf., spring 2005 conf.
Arden Elementary		OST	contact, fall 2004 conf., spring 2005 conf., other
Bradley Elementary			contact, fall 2004 conf., spring 2005 conf., other
Brennen Elementary		OST	contact, fall 2004 conf., spring 2005 conf., other
Brockman Elementary			
Burnside Elementary			contact, other
Burton-Pack Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
<b>C. A. Johnson Preparatory Academy</b>		OST	contact, extra materials, fall 2004 conf., spring 2005 conf., other
Carver-Lyon Elementary	OST		contact, fall 2004 conf., spring 2005 conf.
Caughman Road Elementary			contact, fall 2004 conf., spring 2005 conf., other
Columbia High		OST	contact, fall 2004 conf., spring 2005 conf., other
Crayton Middle		OST	
Dreher High			contact, extra materials, fall 2004 conf., spring 2005 conf., other
Eau Claire High		OST	contact, extra materials, fall 2004 conf., spring 2005 conf., other
Edward E. Taylor Elementary			contact, other
Forest Heights Elementary			contact, fall 2004 conf., spring 2005 conf., other
Gadsden Elementary		OST	spring 2005 conf.
H. B. Rhame Elementary			contact, fall 2004 conf., spring 2005 conf.
Hall Institute			

Richland School District 1			
Location	2002-03	2003-04	2004-05
Hand Middle		OST	contact, fall 2004 conf., spring 2005 conf., other
Heyward Gibbes Middle		OST	contact, fall 2004 conf., spring 2005 conf., other
Hopkins Elementary		OST	contact, fall 2004 conf.
Hopkins Middle		OST	contact, fall 2004 conf., spring 2005 conf., other
Horrell Hill Elementary		OST	spring 2005 conf.
Hyatt Park Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
John P. Thomas Elementary		OST	contact, other
Logan Elementary			contact, fall 2004 conf., spring 2005 conf., other
Lower Richland High		OST	contact, extra materials, spring 2005 conf., TA, other
Meadowfield Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
Midlands Math and Business Academy			contact, spring 2005 conf., TA
Mill Creek Elementary			contact, extra materials, spring 2005 conf., other
Pendergrass Fairwold School			contact, fall 2004 conf., spring 2005 conf., other
Pine Grove Elementary		OST	contact, fall 2004 conf., spring 2005 conf., other
Richland One Learning Center			contact, fall 2004 conf., spring 2005 conf.
Rosewood Elementary			
Samuel A. Heyward Career Center			contact, fall 2004 conf., spring 2005 conf., other
Sandel Elementary			fall 2004 conf., spring 2005 conf.
Satchel Ford Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
South Kilbourne Elementary			contact, fall 2004 conf., spring 2005 conf., other
Southeast Middle			contact, fall 2004 conf., spring 2005 conf.
St. Andrews Middle			contact, other
W. A. Perry Middle		OST	contact, extra materials, spring 2005 conf.
W. G. Sanders Middle		OST	contact, fall 2004 conf., spring 2005 conf.
W. J. Keenan High		OST	contact, fall 2004 conf., spring 2005 conf., other
W. S. Sandel Elementary			contact
Watkins-Nance Elementary			contact, other
Webber Elementary			contact, fall 2004 conf., spring 2005 conf., other

Richland School District 2			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
Anna Boyd Child Development Center			contact, fall 2004 conf., spring 2005 conf.
Bethel-Hanberry Elementary			contact, fall 2004 conf., spring 2005 conf.
Blythewood Middle			
Bookman Road Elementary		OST	
Conder Elementary			
Dent Middle		OST	contact, other
E. L. Wright Middle			contact, fall 2004 conf., spring 2005 conf.
Forest Lake Elementary			
Joseph Keels Elementary			
Killian Elementary		OST	contact, spring 2005 conf., TA
Lake Carolina Elementary			contact, spring 2005 conf.
L. B. Nelson Elementary			contact, fall 2004 conf., spring 2005 conf., TA
North Springs Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
Pontiac Elementary		OST	
Rice Creek Elementary		OST	contact, spring 2005 conf.
Richland Northeast High		OST	contact, extra materials, fall 2004 conf., spring 2005 conf., TA, other
Ridge View High		OST	contact, fall 2004 conf., spring 2005 conf.
Round Top Elementary		OST	
Spring Valley High			

<b>Richland School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Summit Parkway Middle		OST	contact, other
Windsor Elementary			

<b>Richland/Lexington School District 5</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office	PI-PAC, SIC training		extra materials, spring 2005 conf., TA
Ballentine Elementary		OST	
Chapin Elementary			
Chapin High			contact, extra materials
Chapin Middle		OST	
CrossRoads Middle			
Dutch Fork Elementary	OST		
Dutch Fork High		OST	
Dutch Fork Middle			
H. E. Corley Elementary			
Harbison West Elementary			
Irmo Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
Irmo High		OST	
Irmo Middle		OST	
Lake Murray Elementary			
Leaphart Elementary			contact, spring 2005 conf.
Nursery Road Elementary			
River Springs Elementary			contact, spring 2005 conf.
Seven Oaks Elementary			

<b>Saluda School District</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Hollywood Elementary			
Saluda Elementary		OST	
Saluda High			
Saluda Middle			contact, extra materials, fall 2004 conf., spring 2005 conf.
Saluda Primary			contact, fall 2004 conf., spring 2005 conf., TA

<b>Spartanburg School District 1</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Campobello-Gramling			
Chapman High			contact, other
Holly Springs-Motlow Elementary			contact, extra materials
Inman Elementary			contact, spring 2005 conf.
Landrum High			
Landrum Junior High			
New Prospect Elementary			
O. P. Earle Elementary			
T. E. Mabry Junior High			

<b>Spartanburg School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Boiling Springs High, 9th Grade Campus			
Boiling Springs Elementary			
Boiling Springs High			
Boiling Springs Junior High			
Boiling Springs Middle			
Carlisle-Foster's Grove Elementary			
Chesnee Elementary			
Chesnee High			
Chesnee Middle		OST	
Cooley Springs-Fingerville Elementary			
Hendrix Elementary		OST	
Mayo Elementary			
Oakland Elementary			

<b>Spartanburg School District 3</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office		contact	extra materials, TA, other
Broome High			contact, other
Cannons Elementary			
Clifdale Elementary			
Cowpens Elementary			contact, spring 2005 conf.
Cowpens Middle			
Middle School of Pacolet			
Pacolet Elementary			

<b>Spartanburg School District 4</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA
Woodruff Elementary			
Woodruff High			contact, spring 2005 conf.
Woodruff Middle			
Woodruff Primary			

<b>Spartanburg School District 5</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office		contact	extra materials, TA, other
Beech Springs Intermediate			
Berry Shoals Intermediate			
D. R. Hill Middle			
Duncan Elementary			
Florence Chapel Middle			contact, fall 2004 conf., spring 2005 conf.
James F. Byrnes High			contact, fall 2004 conf., spring 2005 conf.
Reidville Elementary			
River Ridge Elementary			
Wellford Elementary			contact, other

<b>Spartanburg School District 6</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Anderson Mill Elementary			contact, spring 2005 conf.
Arcadia Elementary			
Dorman High Freshman Campus			
Dorman High			

<b>Spartanburg School District 6</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Fairforest Elementary			
Fairforest Middle			
Jesse S. Bobo Elementary			
L. E. Gable Middle			
Lone Oak Elementary			
Pauline-Glenn Springs Elementary			
R. P. Dawkins Middle			
Roebuck Elementary		OST	
West View Elementary			
Woodland Heights Elementary			

<b>Spartanburg School District 7</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Carver Junior High			contact, TA
Cleveland Elementary			contact, other
Edwin P. Todd Elementary			
Houston Elementary			
Jesse W. Boyd Elementary			contact, fall 2004 conf., spring 2005 conf.
Joseph G. McCracken Junior High			contact, fall 2004 conf., spring 2005 conf.
Mary H. Wright Elementary			
McCarthy-Teszler			
<b>Myles W. Whitlock Junior High</b>		OST	contact, spring 2005 conf., other
Park Hills Elementary			
Pine Street Elementary			
Spartanburg High			
W. Herbert Chapman Elementary			
Z. L. Madden Elementary			

<b>Sumter School District 17</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office		contact	extra materials, fall 2004 conf., spring 2005 conf., TA, other
Alice Drive Elementary			TA, other
Alice Drive Middle			contact
Bates Middle			contact, other
Chestnut Oaks Middle		OST	
Crosswell Drive Elementary			
Kingsbury Elementary			
Lemira Elementary		OST	
Millwood Elementary			
Sumter High			contact, other
Wilder Elementary			contact, spring 2005 conf.
Willow Drive Elementary			

<b>Sumter School District 2</b>			
<b>Location</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
District Office			extra materials, TA, other
Cherryvale Elementary			
Crestwood High			
Ebenezer Middle		OST	contact, fall 2004 conf., spring 2005 conf.
F. J. DeLaine Elementary			

Sumter School District 2			
Location	2002-03	2003-04	2004-05
Furman Middle			
High Hills Elementary			
Hillcrest Middle			
Lakewood High			
Manchester Elementary			
Mayewood Middle			
Oakland Primary			contact, spring 2005 conf., TA
Pocalla Springs Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
R. E. Davis Elementary			
Rafting Creek Elementary			
Shaw Height Elementary			

Union School District			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Buffalo Elementary			
Excelsior Middle			
Foster Park Elementary			
Jonesville Elementary			
<b>Jonesville High</b>		OST	contact, other
Lockhart Community School			
Monarch Elementary			contact, other
Sims Junior High		OST	
Union High			contact, other

Williamsburg School District			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
Battery Park Elementary			
C. E. Murray High			
Cades Hebron Elementary			
Chavis Elementary			contact, spring 2005 conf.
D. P. Cooper Elementary		OST	
Greeleyville Elementary			
Hemingway Area Vocational Center			
<b>Hemingway High</b>			contact, extra materials, fall 2004 conf., spring 2005 conf., other
Kingstree Elementary			
Kingstree Junior High			contact
Kingstree Senior High			other
St. Mark Elementary			
W. M. Anderson Primary			
Youth Academy Charter		OST	

York School District 1			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
Cotton Belt Elementary			
Floyd D. Johnson Technology			
Harold C. Johnson Middle			contact, other
Hickory Grove-Sharon Elementary			
Hunter Street Elementary			
Jefferson Elementary			contact, spring 2005 conf.
York Comprehensive High			



York School District 1			
Location	2002-03	2003-04	2004-05
York Junior High			

York School District 2			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Bethany Elementary			
Bethel Elementary			
Clover High			
Clover Junior High			
Clover Middle			
Crowders Creek Elementary/Middle			
Griggs Road Elementary			
Kinard Elementary			contact, other

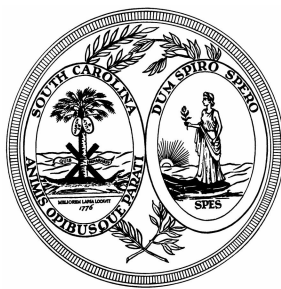
York School District 3			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA, other
Applied Technology Center			contact, extra materials
Bellevue Elementary			fall 2004 conf., spring 2005 conf.
Castle Heights Middle			contact, other
Central Child Development Center			
Ebenezer Ave. Elementary			
Ebinport Elementary			
Finley Road Elementary			
Independence Elementary			
Lesslie Elementary			
Mount Gallant Elementary			
Northside Elementary			contact, other
Northwestern High			
Oakdale Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
Old Pointe Elementary			
Rawlinson Road Middle			
Richmond Drive Elementary			
Rock Hill High			contact, fall 2004 conf., spring 2005 conf., other
Rosewood Elementary			
Saluda Trail Middle		OST	contact, fall 2004 conf., spring 2005 conf.
Sullivan Middle			contact, other
Sunset Park Elementary			
Children's School at Sylvia Circle			
York Road Elementary			

York School District 4			
Location	2002-03	2003-04	2004-05
District Office			extra materials, TA
Fort Mill Elementary			contact, fall 2004 conf., spring 2005 conf.
Fort Mill High			contact, other
Fort Mill Middle			
Gold Hill Elementary		OST	contact, fall 2004 conf., spring 2005 conf.
Gold Hill Middle			
Orchard Park Elementary			
Riverview Elementary			
Springfield Elementary			



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